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ABSTRACT

Guidelines are discussed for the planning and implementation of learning experiences designed to lead to success in the world of work outside institutionalization for chronic-disruptive youth. The monograph is divided into four sub-sections: (1) Rationale for and Definitions of an Integrated Curriculum, (2) Components of an Integrated Curriculum for Chronic-Disruptive Youth, (3) Curriculum Planning and Implementation, and (4) Suggested Roles and Responsibilities of Personnel Implementing the Integrated Curriculum. Components of the integrated curriculum which is outlined here are basic life management, personal social development, academic development, career education, and career placement involving job coaching. (The first four of these components occur during residential placement, while the fifth occurs once the student is dismissed.) Each component is discussed in detail. Objectives are stated in the form of competencies in the academic curriculum (language arts, mathematics, social studies, science, the arts, and driver's education), and for priority abilities and problem solving skills. A general model of instruction and suggested instructional planning strategies are described. A listing of curriculum areas/objectives for the integrated curriculum and designated responsible personnel (educator, coordinator, job coach, and other staff), and an outline of suggested roles and responsibilities for personnel are also included. (TA)

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AN INTEGRATED CURRICULUM AND ITS IMPLEMENTATION FOR CHRONIC-DISRUPTIVE YOUTH

by

Charles A. Sloan

January 1977

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CONTENTS

INTRODUCTION 1

RATIONALE FOR AND DEFINITIONS OF INTEGRATED CURRICULUM 1

Rationale for an Integrated Curriculum 1

Definition of the Integrated Curriculum 3

Discussion of Career Education Development 6

COMPONENTS AND MAJOR OBJECTIVES OF AN INTEGRATED CURRICULUM FOR CHRONIC-DISRUPTIVE YOUTH 15

Components and Objectives of the Integrated Curriculum 16

I. Basic Life Management 16

II. Personal-Social Development 19

III. Academic Development 21

CURRICULUM PLANNING, DEFINITION OF ROLES AND IMPLEMENTATION OF PROGRAMS 41

Recommended Teaching Strategies 41

SUGGESTED ROLES AND RESPONSIBILITIES OF PERSONNEL IMPLEMENTING THE INTEGRATED CURRICULUM 67

Roles and Responsibilities of Personnel to Implement the Integrated Curriculum 67

NOTES 75

AN INTEGRATED CURRICULUM AND ITS IMPLEMENTATION FOR CHRONIC-DISRUPTIVE YOUTH

by
Charles A. Sloan

INTRODUCTION

This monograph proposes guidance and implementation of learning, experiences, and hopefully success in the world of work outside institutionalization for chronic-disruptive youth. For purposes of organization and clarity the monograph is divided into four sub-sections: (1) Rationale for and Definitions of an Integrated Curriculum, (2) Components of an Integrated Curriculum for Chronic-Disruptive Youth, (3) Curriculum Planning and Implementation, and (4) Suggested Roles and Responsibilities of Personnel Implementing the Integrated Curriculum.

RATIONALE FOR AND DEFINITIONS OF INTEGRATED CURRICULUM

Rationale for an Integrated Curriculum

Throughout history, education and work have been held in high esteem by most societies. In addition, both education and work have ordinarily been closely inter-related; basic education has been and continues to be a pre-requisite for career development.

In earlier generations, children were regarded as a resource, both in the family and in occupations. School was frequently regarded as the place which provided the basic academic skills that had a significant impact on

one's effectiveness in the world of work. Many people attended school only briefly while working with their parents. However, as a result of the rapid industrialization and urbanization processes in this country, more industrial as well as white-collar jobs developed. Professions demanded higher academic entrance skills and knowledge; consequently, in an effort to meet these demands, education expanded and became more diversified.

Society responded to industrialization and urbanization by enacting child labor laws and compulsory school attendance laws. Hagans and McLure (1974)[1] believe developments of this sort have had two negative effects, namely: (1) young adults have become more isolated from the adult society, and (2) the updating of technical preparation in step with occupational change has become more difficult. These forces gradually led critics of public education to call schools lock-step institutions and/or "holding pens." Mallory (1973)[2] referred to the school as an "aging vat" while Berg (1970)[3] believes educational institutions are "training robberies." Both Berg and Mallory hold that schools deprive young adults of the need for practical experiences in the world of work as it really exists in adult society.

Many economists, sociologists and social psychologists believe that work has high import in the lives of people. Work not only provides the economic means for living, but is important in satisfying social and psychological needs for self worth, and human interaction and dignity among one's peers. The latter is especially significant in adult society. Therefore, improved career and/or occupational education emphasizing "real" experience(s) needs to be considered for young people.

Furthermore, youths held to be chronically disruptive typically experience difficulty in most areas necessary for full participating membership in

our current society. Broadly categorized, the deficit areas among chronically disruptive youths are: (1) human relationships, (2) educational achievement, and (3) career discontinuity. These facets of our educational and social dilemma should motivate educators to improve academic programs and career education experiences for chronically disruptive youths as well as for all youth. Needless to say, youths with handicaps, such as being chronically disruptive, need special and improved career developmental programs. This author believes that carefully integrated programs must be developed and implemented for such youths. This treatise makes such an attempt. Its goal is to integrate all areas of student development and individual needs into a coordinated whole, a concept referred to as the Integrated Curriculum.

Definition of the Integrated Curriculum

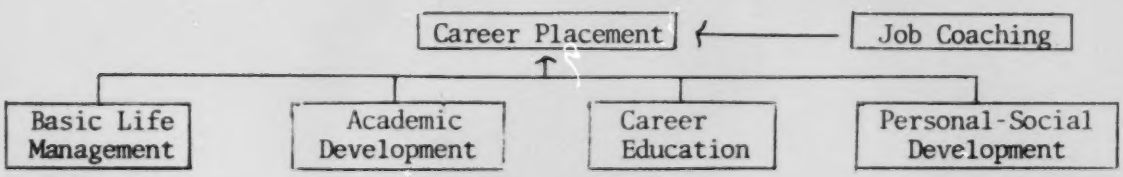
The Integrated Curriculum is exactly what its name implies: an integration of all facets of the development of chronic-disruptive youth deemed important to allow these students to be effective, fully participating members of society. The components of the integrated curriculum are:

1. Basic Life management
2. Personal social development
3. Academic development
4. Career education
5. Career placement involving job coaching

The integration of these components is depicted below in Figure 1.

Figure 1

COMPONENTS OF THE INTEGRATED CURRICULUM

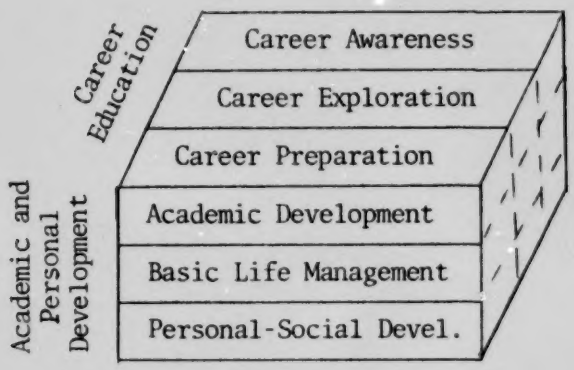


The model above demonstrates the interrelationship of four aspects of the proposed curriculum which occur during residential placement of the student. Further, a fifth and significantly important function will occur when the student is dismissed. This function is the student's job placement; closely associated with the student's placement is the job coach. The responsibilities of the job coach are a direct result of residential center recommendation and individual preference with continual professional assistance.

Figure 2 further clarifies the integrating facets of the proposed program. This figure suggest the over-arching emphasis given to career education/development in integrating. In the Integrated Curriculum attention is given to meshing the three facets of career development with each of the other three major components. The essential point is the contribution each of the lower level components (academic development, basic life management, personal-social development) should provide to the three sub-sections of career education. Career development is achieved through the application of basic knowledge and skills in the areas of (1) academic development, (2) basic life management and (3) personal-social development to the career problem in life. Special learning units on facets of career development must be provided in order to emphasize this facet of a more complete career education program. Consequently, career education is accomplished by an integration within the total student program as well as specialized courses/units emphasizing career development.

Figure 2

THE INTEGRATED CURRICULUM
(Residential Center Emphasis)



In order to further understand and appreciate the components of the curriculum, as shown in Figure 2, introductory definitions are given below:

Career Education: Career education in a residential setting has three basic activities. These activities are discrete at times, and assumed at other times with the other facets of residential life. The three areas discussed are as follows:

1. Career awareness is defined basically as a cognizance of the world of life careers, including the many occupations in which the career is partially realized.

2. Career exploration: Career exploration, institutionally and for this program, is comprised of work experiences for the dual purposes of (1) self-evaluation and (2) job/work preference, experience, and evaluation.

3. Career preparation: Career preparation is broadly defined as educational preparation for work. Residentially, this involves (1) classroom and community based career education and (2) personal and group counseling regarding readiness for assuming career and work responsibilities.

Later in this treatise the specific objectives for these three broad areas are expressed as eight career goals. These goals simply delineate the above three broad categories.

Academic, basic life management and personal development are functions of student development which typically occur in classroom and counseling activities. A brief explanation of each area is given below:

1. Academic Development: This area of development includes the basic educational skills in the academic areas regarded as necessary to function as an effective person. Emphasis is given to "high-priority" functional learning in six areas (to be listed later).

2. Basic Life Management: This area is concerned with all facets of basic human needs. Special emphasis is placed on both the knowledge of these needs and functional effectiveness in their satisfaction.

3. Personal-Social Development: This area places special emphasis on self, self-awareness, relationships with others, and skill development associated with personal independence in contemporary society.

It is believed that careful and thorough integration of the above components of student development will yield improved societal functioning for the individual, and thereby society in general.

Discussion of Career Education Development

Although the components of career education are discussed in the succeeding section of this chapter, it is necessary here to explore just what career education means. It is especially important to arrive at a clear definition of career education for the purposes of explaining the proposed program in this treatise.

At the outset, remember that chronic-disruptive youth have been particularly unsuccessful in school, and by and large will not return to school upon release from a residential center. Therefore, because these adolescents will attempt to find work rather immediately, career development must be a major focus for them. Secondly, few such youths are well prepared personally,

socially, or academically for the world of work. These conditions must be recognized and dealt with in an effort to allow these persons greater personal and societal fulfillment.

Career education is not a new concept. It has been evident throughout our history. However, it has not enjoyed major attention until the recent decade. The movement toward career education has gained impetus by both national and state level commitments. Figure 3 is a chronological table which exhibits the national commitment given to the vocational side of career education since 1960.[4]

It should be noted in Figure 3 that the major force in the career education thrust came about as a result of the 1971 designation by Dr. Marland, then U.S. Commissioner of Education, of career education as being among the highest priorities of his Office. His commitment brought the allocation of funds and resources and aided the development of national interest and exploration in career education.

Career education has been given various definitions. This writer assumes career education to be all inclusive of career (1) awareness, (2) exploration, and (3) vocational experience and placement. The Chamber of Commerce of the United States (1975)[5] summarized career education as follows:

> "... career education is the total effort of education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate such values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual...."

Career and career education have been outlined and defined for schools, many individuals and groups. The set of definitions adopted by the Texas Education Agency[6] is as follows:

1. The term "career" is often used in a broad sense to include skilled, professional, semi-skilled, paraprofessional, and technical work--the entire complex of the world of work. Whereas,

Figure 3

A CHRONOLOGICAL TABLE OF MAJOR FUNDING
AND PROGRAM DIRECTIONS FOR CAREER EDUCATION

Date	National
1960	
1961	
1962	Manpower Development and Training Act
1963	Vocational Education Act of 1963
1964	
1965	Funding ($64 Million over five years) research and development under VEA of '63
1966	
1967	Advisory Council on Vocational Education: principles and components
1968	VEA Amendments; exemplary programs and projects; USOE* job clusters
1969	USOE guidelines
1970	
1971	USOE: $9 million Dr. Marland's speech 4 career ed. models
1972	6 demonstration sites for the CCEM (Comprehensive Career Education Model) ($2 million - funded by USOE)
1973	

*U.S. Office of Education, 1973

2. "Career Education" is defined as coordinated instruction, integrated into the entire curriculum, and designed to assist students in:

   a. understanding both the world of work and attitudes toward it;

   b. understanding the relationships which exist between education and career opportunity;

   c. understanding the economic and social structures of our society and how they influence the ways people support themselves;

   d. making informed decisions concerning how they will earn a living and taking responsibility for making those decisions; and

   e. acquiring marketable skills as preparation for earning a living.

In addition, certain desired characteristics of career education have been identified. By and large most professionals and laypersons agree that Career Education should have the following characteristics:[6]

1. It should consist of coordinated, sequential, and academically cumulative activities.

2. It should be multidisciplinary in nature; it should utilize as far as possible, the existing educational disciplines with emphasis upon goals of students.

3. It should have meaning to the student, the school, and the entire community; the community should be interested, supportive, and involved.

4. It should ensure that students develop a positive attitude towards work and that they respect each person's work through an understanding of the interrelatedness and interdependence of all careers.

5. It should provide an awareness of an adaptability for differences in demands in the labor market and the career world.

6. It should offer students alternate sequences through a flexible educational system that can adjust to the interests, aptitudes, abilities, aspirations, and unique characteristics of each individual.

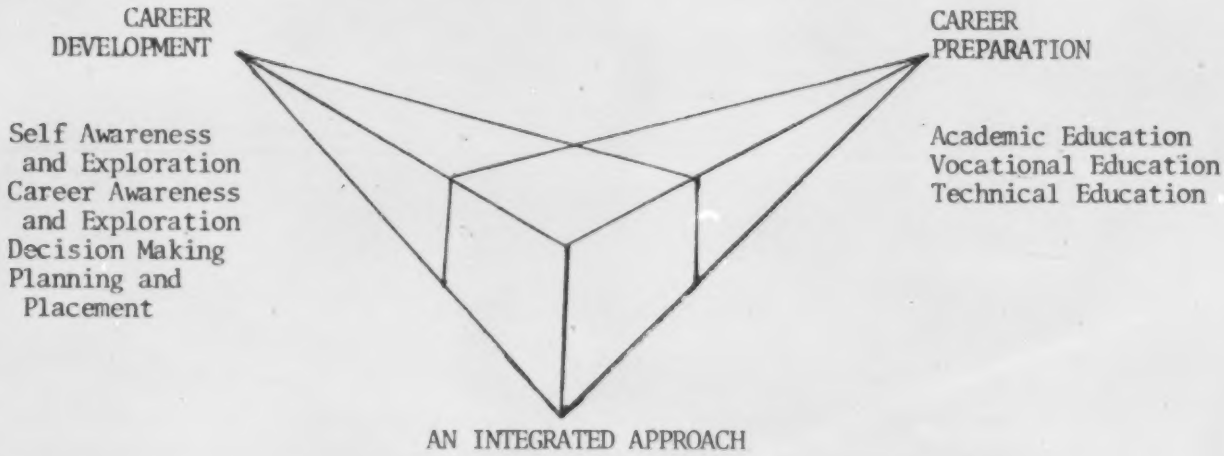
7. It should contribute to students' knowledge of the fundamental concepts and processes of the American economic system and of the opportunities for individual participation and success in the system.

8. It should ensure that all students are prepared to enter the world of work with marketable skills.

To depict this total concept of career education, Figures 4 and 5 are included to convey its gestalt. Figure 4 attempts to display career education as an integrated approach.

Figure 4

CAREER EDUCATION: AN INTEGRATED APPROACH

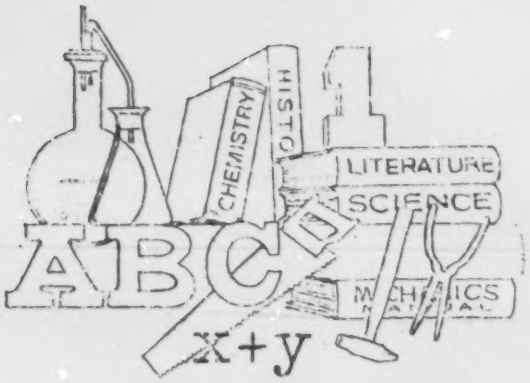


A REFERENCE GUIDE: GOALS AND PERFORMANCE INDICATORS, Michigan Career Development Program, Michigan Department of Education, 1973.[7]

Figure 5 is an extension of the concept of all-inclusiveness. It is presented to demonstrate total integration of school, people, and jobs. As exhibited previously, career education integrates and reinforces academic as well as other components of education in both theoretical and practical applications. Therefore, career education is an excellent, all-inclusive concept to utilize as the major focus of a curriculum for the chronic disruptive youth for which this program is intended. To further develop the

Figure 5

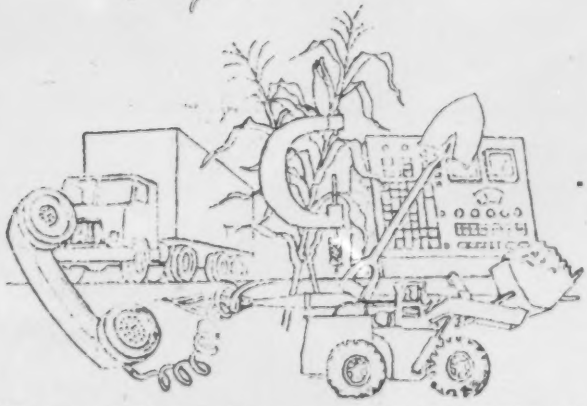
CAREER EDUCATION identifies with . . .



. . . ALL subjects

. . . ALL people

. . . ALL ages



. . . ALL jobs

SOURCE: Arizona Career Education: What is it? Arizona State Department of Education, 1973.

notion of the comprehensive nature of career education, a basic set of concepts were sought. Such a list of the important concepts of career education are as follows:

Career Education Concepts[6]

1. All work is important.
2. People work for various rewards or satisfactions.
3. Some jobs produce goods; others provide services.
4. Any productive worker should be respected.
5. Many people work to make life better for all.
6. Specialization leads to interdependency.
7. Some jobs are needed everywhere while others may be determined by where one lives, by supply and demand, or by changing conditions.
8. Learning basic school skills--reading, writing, spelling, computation, communication--is necessary for almost all types of jobs.
9. Training is necessary for most jobs; a well-planned school program can provide effective training.
10. Gaining information about many people and many jobs is part of the development process of choosing a career.
11. Understanding oneself is important in developing school skills and choosing a career.
12. Getting along with people is an important part of job success.
13. Leisure time activities affect career choice.
14. Information about abilities, aptitudes and achievement, and acceptance of this information help individuals make more realistic career decisions.
15. Careers are grouped by fields.
16. Positions are related within career fields.
17. Exploratory work experience helps improve knowledge about careers.

SOURCE: A Tentative Framework for Developing Comprehensive K-12 Career Education, Texas Education Agency, Austin, Texas, April, 1972, p. 18.

Because of the need and desire to integrate curriculum for this special group of youth, an all-encompassing concept such as career education has to be used. This notion will be expanded in succeeding sections to posit means of planning and implementing the program.

COMPONENTS AND MAJOR OBJECTIVES OF AN INTEGRATED CURRICULUM FOR CHRONIC-DISRUPTIVE YOUTH

Curriculum is defined herein as a system for the implementation of high priority objectives for total educational development. The target population here are persons adjudged to be chronic-disruptive youth. The notion of an Integrated Curriculum is posited because of the special needs of these students. The previous societal behavior of these students suggests that they need specialized programs in personal, academic and career education. Integration of these elements within the curriculum is essential because these persons have not yet been able to successfully put the pieces of life's puzzle together. Moreover, integration is synonymous with close coordination of all efforts, i.e., personal, academic, and experiential. This notion also implies unified team efforts on the part of all residential personnel.

Considerable study of (1) available research and development of curricula for special students, as well as (2) careful analysis of residential programs (consultation with personnel therein) was undertaken. These two extensive searches suggested certain promising avenues to follow for the development of an integrated curriculum for chronic-disruptive youths. The curriculum components having the most potential for these youths are as follows:

Curriculum Components

1. Basic Life Management
2. Personal-Social Development
3. Academic Development
4. Career Education
5. Career "Job" Coaching

The first four areas exhibit high priority clusters or areas of curriculum development within the institutional setting. A fifth area, "job placement" with "job coaching" (i.e., professional assistance and guidance) outside of the residential center was also deemed important. These five components constitute the priority areas of the integrated curriculum. The four residential facets of the curriculum will be discussed in the following pages.

Components and Objectives of the Integrated Curriculum

The four residential components (Basic Life Management, Personal-Social Development, Academic Development, and Career Education) of the integrated curriculum will be discussed individually hereafter. The approach taken is to delineate the basic "high priority" objectives suggested for the target population. Innumerable curricula and sources were studied and applied in the following pages; however, it should be noted that PROJECT PRICE,[9] a federally funded project at the University of Missouri, had considerable impact on the selection of objectives in the areas of Basic Life Management and Personal-Social Development. A wide variety of sources were used in the academic and career education areas, as well.

I. Basic Life Management

Most youths have had personal experiences with and have studied those facets of personal development which enable them to be effective persons in

our society. However, research and observation indicated that chronic disruptive youths are in need of improvement in personal management skills. Therefore, high priority objectives (in terms of utilization in basic occupations) are stated here to guide students and educators in further consideration, study and development.

The basic life management objectives are presented for consideration as mini-units of study and/or topics for individual or small group counseling. Both major objectives and the enabling objectives are stated in the form of competencies. The objectives are as follows:

1. Management of Personal Finances

   The student will be able to:
   1.1 Identify money and make correct change
   1.2 Make wise expenditures
   1.3 Use Bank facilities for
      1.31 Money exchange
      1.32 Bank accounting
      1.33 Saving accounts
      1.34 Safety deposits
      1.35 Credit/loans
   1.4 Maintain financial records
   1.5 Calculate and pay taxes
   1.6 Understand Social Security payments and benefits
   1.7 Understand retirement and fringe benefits
   1.8 Understand purpose and function of insurance programs
   1.9 Understand purpose and function of workmanís compensation

2. Selecting, Managing and Maintaining a Home

   The student will be able to:
   2.1 Select adequate housing
   2.2 Maintain a home
   2.3 Use basic appliances and tools
   2.4 Maintain household and household goods

3. Caring for Personal Needs

The student will be able to:

- 3.1 Select appropriate clothing for
  - 3.11 Work situations
  - 3.12 Social situations
  - 3.13 Leisure time activities
- 3.2 Exhibit proper grooming
- 3.3 Understand and exhibit basic hygiene
- 3.4 Demonstrate knowledge of physical fitness
- 3.5 Demonstrate knowledge of good nutrition in
  - 3.51 Eating skills
  - 3.52 Meal planning
  - 3.53 Food purchases
  - 3.54 Food preparation
  - 3.55 Food storage
  - 3.56 Sanitation
- 3.6 Demonstrate knowledge of personal health care
- 3.7 Demonstrate knowledge of health care services

4. Family Life

The student will be able to demonstrate knowledge of:

- 4.1 Sexual relationships
- 4.2 Responsibilities involved in marriage
- 4.3 Responsibilities in child care; especially
  - 4.31 Personal care
  - 4.32 Psychological development
  - 4.33 Intellectual development
  - 4.34 Social development
- 4.4 Family Safety procedures and practice
- 4.5 Family Planning

5. Purchasing and Caring for Clothing

The student will be able to:

- 5.1 Exercise judgment in clothing purchases
- 5.2 Exercise care of clothing in
  - 5.21 Cleanliness
  - 5.22 Storing
  - 5.23 Repairing clothing

6. Engage in Civic Activities

The student will be able to understand:

- 6.1 Basic local government
- 6.2 Basic laws and law enforcement
- 6.3 Basic American government
- 6.4 Personal rights and responsibilities as a citizen
  - 6.41 Due Process
  - 6.42 Legal processes - Rights and Responsibilities
  - 6.43 Municipal services
  - 6.44 Registration and Voting procedures
- 6.5 Selective Service System

7. Utilizing Recreation and Leisure Time

The student will be able to:
7.1 Participate in individual and group activities
7.2 Know activities and available resources
7.3 Understand recreational values
7.4 Use recreational facilities in the community
7.5 Plan activities wisely
7.6 Plan vacations

8. Mobility, Transportation

The student will be able to:
8.1 Demonstrate knowledge of traffic rules and safety practices as
    8.11 Pedestrians
    8.12 Vehicle operator
        8.121 Bicycle
        8.122 Automotive
8.2 Demonstrate knowledge responsibilities of a car in
    8.21 Automotive ownership
    8.22 Automotive purchases
    8.23 Automotive insurance - liabilities
    8.24 Legal aspects
    8.25 Work and leisure
8.3 Demonstrate knowledge and use of various means of transportation, public and private

II. Personal-Social Development

The need for personal-social development has long been recognized as a high priority for every individual. Improved personal-social development enables all persons to feel better about themselves and to relate to others; it also promotes independence. The following priority objectives are to act as a guide to residential personnel and are to be emphasized in the residential programming of chronic-disruptive youth. This high priority area must be approached and emphasized carefully and thoroughly by all staff members. Because of the importance of this area of development in youth, special considerations are explored in the implementation of these basic ideas.

The personal-social objectives are again presented as potential mini-units of instruction. However, close coordination is expected between

educators and counselors. The objectives are as follows:

1. Attain a sufficient understanding of one's self

   The student will be able to:
   1.1 Attain a sense of body
   1.2 Identify interests
   1.3 Identify abilities
   1.4 Identify emotions
   1.5 Identify personal needs
   1.6 Understand physical self
       1.61 Physiological development
       1.62 Human sexuality

2. Obtain Positive Self-Confidence, Self-Concept

   The student will be able to:
   2.1 Express feeling of self-worth
   2.2 Understand how others see him/her
   2.3 Accept criticism
   2.4 Develop faith in self

3. Desiring and Achieving Socially Responsible Behavior

   The student will be able to:
   3.1 Understand character traits needed for acceptance by others
   3.2 Exhibit acceptable behavior in public
   3.3 Develop and understand respect for the rights and properties of others
   3.4 Recognize and follow instructions, rules
   3.5 Identify personal roles in many situations
   3.6 Understand cultural and multi-cultural values

4. Choosing, Developing and Maintaining Appropriate Interpersonal Relationships

   The student will be able to:
   4.1 Know how to listen and respond to others
   4.2 Understand how to make and maintain friendships
   4.3 Understand appropriate heterosexual relationships
   4.4 Understand how to establish close relationships

5. Achieving independence

   The student will be able to:
   5.1 Understand the impact of his or her behavior on others
   5.2 Understand the need for self-organization
   5.3 Develop goal seeking behavior
   5.4 Strive toward self-actualization

6. Making Good Decisions, Problem Solving

The student will be able to:
6.1 Differentiate bipolar concepts
6.2 Understand the need for goals
6.3 Consider alternatives
6.4 Anticipate consequences
6.5 Know where to find advice

7. Communicating appropriately with others

The student will be able to:
7.1 Recognize emergency situations
7.2 Understand the need to and be able to read effectively
7.3 Understand and be able to communicate effectively in
    7.31 writing
    7.32 oral speech
7.4 Understand subtleties of mass and/or personal communication

III. Academic Development

The academic portion of the integrated curriculum is both (1) supportive and (2) developmental. This section gives major emphasis to the identification of individual academic development and individualization of instruction. The major components of the academic program are listed below:

Academic Program Components

1. Language Arts, includes:
   1.1 Reading
   1.2 Writing and Spelling
   1.3 Oral Speech
   1.4 Listening
   1.5 Studying Effectively
2. Mathematics
3. Social Studies
4. Science
5. Art, Music, Physical Education, Recreation
6. Driver's Education

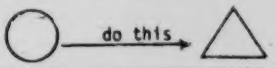
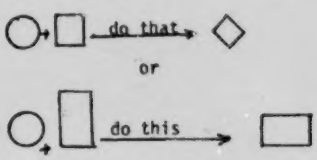
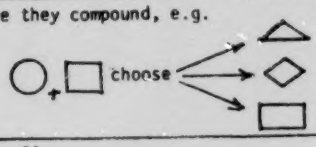
A Saskatchewan identified essential skills for Occupational Education (Smith, 1972).[10] The study (entitled Generic Skills) was initiated... "to effect economies in vocational education and to provide students with skills that will permit them a broader occupational choice." The next several pages are presented to stress the following three points:

1. Students need knowledge of high priority academic skills found in thirty-four (34) basic occupations.
2. Functional student competencies of the most used skills must be ensured.
3. Because skills and needs of students vary markedly, individualized instruction is needed.

The data presented in the Tables on the following pages represent skills found in thirty-four (34) basic occupations. These occupations were primarily blue collar and service roles. The skills sought were of two kinds: (1) generic skills performed on the job and (2) those skills which were required for entry to the job. The data presented also demonstrate the perceptions of workers and supervisors. Emphasis should be placed on each skill and its percent of utilization. Percentages are calculated on a total of 1360 possible responses. When these factors are considered, important decisions can be made regarding basic academic curricula, i.e., which skills are really important and necessary.

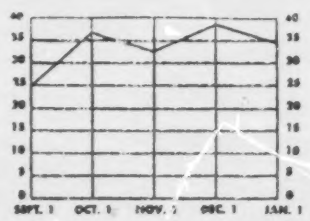
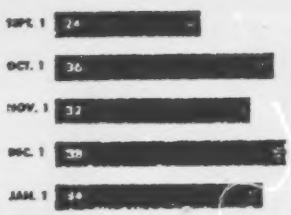
Later, a listing of objectives according to curricular areas will be provided. These objectives will be related to the data found by Smith (Generic Skills Study).

The objectives for each component will be outlined below. In addition, special mention is made regarding career education. The author proposes that each academic educator should emphasize utilization of his/her subject area and/or content in various roles in the world of work. Special emphasis

QUESTIONS asked of 340 Workers (W) and their Supervisors (S) Percentage calculated on total of 1360 possible positive responses		SKILL USED				% on 1360
		On Job		On Job Entry		
		W	S	W	S	
A. Do you:	Ever have to list, state or think of possible reasons which might cause certain faults or symptoms	209	194	95	77	42
	Use reference manuals to guide you in selecting the possible reasons	149	150	69	63	31
	Ever have to establish a priority or sequence in which to check the possible reasons	177	167	85	72	36
	Have to personally check to find out which of the possible reasons is the correct one	197	180	97	82	40
	Use reference manuals to guide you in how to check each reason	129	128	60	58	27
B. If you do have to check to find out which of several possible problems is the correct one do you do this by:	Asking probing questions	183	182	99	102	41
	Examining by, smelling, touching, looking at or tasting	206	190	121	101	45
	Using tools or instruments	150	138	88	74	33
C. If you make an error in your diagnosis would it possibly result in:	Loss of life	59	49	34	23	12
	Some danger or hazard	96	87	50	38	19
	Considerable loss of time	92	93	51	48	20
	Some loss of time	126	111	67	64	27
	Considerable financial loss	93	99	44	53	21
	Some financial loss	128	114	73	71	28
10. INSTRUCTIONS						
A. How complicated are the instructions you follow in carrying out your job:	Are they simple, e.g. If this happens  	331	322	251	256	85
	Are they complex, e. g. If this and this happen  	290	276	149	127	61
	Are they compound, e.g.  	262	228	91	66	47
B. In performing your job, how often do you establish your own work priorities:	Usually	217	200	57	43	38
	Sometimes	81	65	77	64	21
	Rarely	19	41	39	40	10
	Never	24	33	117	133	22

QUESTIONS asked of 340 Workers (W) and their Supervisors (S) Percentage calculated on total of 1360 possible positive responses		SKILL USED				% on 1360
		On Job		On Job Entry		
		W	S	W	S	
6. LISTENING - In your work do you receive oral (word of mouth) information or instructions which requires you to:						
	Only know the facts or directions	337	336	311	319	95
	Know opinions, purposes or hidden meanings	249	237	131	131	55
7. TALKING Do you talk to people in your work by:	Giving job directions or instructions	282	265	149	151	62
	Giving information	326	312	185	189	74
	Obtaining information by asking questions	329	313	225	238	81
	Giving formal talks	19	40	11	20	06
8. DISCUSSING						
A. In your work do you:	Debate with your fellow workers or customers to support your point of view, work methods or procedures	310	302	168	158	68
	Debate with your supervisor	321	318	155	143	68
	Take part in formal meetings or conferences which require you to present a point of view	150	167	62	65	32
B. Does your work involve:	Sorting information or objects by a given list. e.g. - sort and file correspondence - sort vouchers by types - sort expenditures or receipts - sort parts or tools	249	264	133	130	57
	Setting up the lists for sorting the information or objects. e. g. - prepare forms to record correspondence, telephone calls, or list of visitors - prepare sub headings or breakdowns for expenditures or receipts - prepare forms to record information you believe others have a need to know - prepare file systems	182	181	84	80	30
9. DIAGNOSING Some workers use what are known as diagnostic skills: They examine symptoms (or faults) to determine the problem which causes the symptom. Doctors use these skills to determine the reasons for our aches and pains. Mechanics also use these skills to determine why a car won't start or doesn't run properly. We are trying to find out whether or not you use diagnostic skills and if so which ones.						
In your work do you:	Ever have to determine the possible reason why something does not work or why mistakes have been made.	238	231	129	110	52
(If this is a negative answer ignore the remaining questions in 9.)						

QUESTIONS asked of 340 Workers (W) and their Supervisors (S) Percentage calculated on total of 1360 possible positive responses		SKILL USED				% on 1360
		On Job		On Job Entry		
		W	S	W	S	
COMMUNICATIONS						
4. READING						
A. In your work do you read:	Notes, letters or memos	311	316	302	305	90
	Forms such as work orders, job orders, vouchers, claims purchase orders	304	303	224	220	77
	Charts (excluding maps, lists and two column tables)	209	220	134	127	50
	Policy manuals, regulations and instructions	288	289	157	162	65
B. In your work reading:	Do you only determine facts	319	319	268	266	86
	Have to determine opinions, purposes or hidden meanings	216	206	144	135	51
	Have to compare a given selection with a previous one	233	236	122	137	53
C. Do you use information from books such as:	Telephone directory Catalogue Dictionary Technical reference Company manual	305	313	245	253	81
Do you ever use more than one book at a time. e.g. - use a number of catalogues to find the cheapest item - locate information in a library		171	180	80	87	38
Do you compare references from two or more books and set a value or judgment on the one to use		136	148	59	59	29
5. WRITING						
A. In your work do you have to:	Write (compose) letters	150	157	149	154	44
	Write (compose) memos	239	243	218	212	67
B. Fill in or complete forms using:	Only short phrases and/or figures	282	279	255	256	78
	Sentences	194	197	179	180	55
	Paragraphs	138	153	132	144	41
C. Prepare reports which:	Show information but no suggestions or recommendations	156	167	73	86	35
	Include recommendations	90	101	32	36	19
D. Prepare reports which require you to:	Decide what information you need to do the job - (You, receive job instructions where you have to decide what information is required to do the job)	88	98	16	19	16
	Decide how to get the information - (You make up your own forms, or charts or procedures to get the information)	74	85	13	13	13
	Analyze the information - (You have to compare information against preset standards to determine which is most important and effective	46	62	9	16	09
	Evaluate the information - (You set the standards for analysis. This may include making lists of advantages and disadvantages of different items)	34	45	14	15	07

QUESTIONS asked of 340 Workers (W) and their Supervisors (S) Percentage calculated on total of 1360 possible positive responses		SKILL USED				% on 1360
		On Job		On Job Entry		
		W	S	W	S	
2. MEASUREMENT						
A. In your work do you have to estimate any of the following units of measurement:	Time (e.g. how long it will take to do a job)	262	237	155	148	58
	Weight (how much something probably weighs)	152	159	88	95	36
	Distance (inches, feet, yards, miles)	173	169	116	128	43
	Area (square feet, square yards, etc.)	124	122	88	94	31
	Volume (cubic yards, gallons, bushels etc.)	129	140	73	79	30
B. In your work do you have to actually measure:	Time	208	189	156	146	51
	Weight	124	149	103	112	35
	Distance	153	156	119	121	39
	Quantity	190	183	145	144	48
C. In your work do you use any of the following units of measure:	Kilometre, metre, centimetre	46	43	28	26	10
	Kilogram, gram, milligram	27	30	15	16	06
	Kilolitre, litre, millilitre	27	26	16	15	06
D. In your work do you make use of tables to perform the following conversions:	kilometres metres centimetres to miles yards inches or reverse	23	28	12	15	05
	kilograms grams centigrams to pounds ounces or reverse	16	23	7	11	04
	litres millilitres to cubic inches cubic feet quarts gallons bushels or reverse	15	24	9	13	04
E. In your measurements do you read:	Scales such as postage meters, weigh scales, thermometers, etc.	217	219	136	139	52
F. Do you use verniers such as micrometers		90	88	51	57	21
3. GRAPHS						
						
						
Does your work involve the use of graphs		76	97	46	55	20
Do you record information on graphs		38	49	19	21	09
Do you construct (draw) graphs		30	39	16	19	07

QUESTIONS asked of 340 Workers (W) and their Supervisors (S) Percentage calculated on total of 1360 possible positive responses		SKILL USED				% on 1360
		On Job		On Job Entry		
		W	S	W	S	
I. Algebra	Write problems in algebraic form at the one variable level: two plus a number is 5 2 + X = 5	33	36	30	33	09
	Simplify problems written in algebraic form at the one variable level: 3 (2X + 5) = 3 6X + 15 = 3	29	32	27,	30	08
	Solve problems algebraically at the one variable level: Solve this problem by first writing a word sentence showing how the facts and unknown are related, then writing an open sentence and then solving the open sentence. Problem: Bill is 7 years older than his sister. If Bill is 21, how old is his sister?	26	28	22	27	07
	Write, simplify and solve two variable algebraic problems	12	19	9	18	04
	Write, simplify and solve quadratic problems	6	17	6	19	03
	Solve problems involving variations	6	17	6	15	03
J. Trigonometry	Use Tables of Logarithms	23	27	24	24	07
	Use a Slide Rule	30	29	16	17	06
	Perform Trigonometric Calculations (specify)	19	26	18	21	06
K. Geometry	In your work do you have to identify (recognize) common forms and figures such as circles, triangles, spheres, rectangles, squares, etc.	143	151	135	134	41
	Do you have to draw sketch or form these figures	110	111	89	87	29
	Do you have to read scale drawings such as blueprints	135	125	92	83	31
	Do you have to take measurements from scale drawings	93	95	53	62	22
	Do you have to draw to scale	51	55	32	35	12

QUESTIONS asked of 340 Workers (W) and their Supervisors (S) Percentage calculated on total of 1360 possible positive responses		SKILL USED				% on 1360
		On Job		On Job Entry		
		W	S	W	S	
MATHEMATICS						
1. USE OF NUMBERS - In which of the following ways do you use numbers in your work:						
A. Whole Numbers	Read	337	340	334	340	99
	Write	335	339	331	339	98
	Count	335	339	332	338	98
	Add or Subtract	323	332	319	330	95
	Multiply or Divide	302	313	299	312	90
	Round Off	290	299	288	296	86
B. Fractions	Read	266	249	263	245	75
	Write	263	248	261	244	74
	Add or Subtract	247	231	244	224	69
	Multiply or Divide	238	223	233	216	66
C. Decimals	Read	285	277	279	272	81
	Write	280	274	274	269	80
	Add or Subtract	263	261	257	257	76
	Multiply or Divide	250	245	245	238	71
	Round Off	244	244	239	234	70
D. Per Cent	Read	243	251	230	243	71
	Write	238	246	225	238	69
	Calculate With	212	225	197	213	62
E. Equivalents	Change Fractions to Decimals or Percentages	153	155	140	145	43
	Change Decimals or Percentages to Fractions	154	153	140	142	43
	Change Decimals to Percentages or Percentages to Decimals	147	150	135	140	42
F. Solve Problems in Word Forms	In your work do you ever have to do more than one of these calculations at a time and decide the order in which they are done.	189	189	163	168	52
G. Ratio and Proportion	Do you use ratio to show comparisons between two numbers. Example: gas oil mix 16:1, or compression ratio 8:1.	194	179	139	131	47
	Do you use proportion to solve problems like 4:6 = 3:( ). For example 4 gallons of gas requires 40 oz. of oil. How much oil would be needed for 3 galions. $\frac{4}{40} = \frac{3}{(\ )}$	143	147	101	110	36
H. Areas Perimeters and Volumes	Does your work involve the calculation of:					
	Areas	118	110	106	93	31
	Perimeters	105	100	91	84	27
	Volumes (specify)	122	115	98	94	31
	_____					
	_____					

should also be given to uses of the subject area regarding future success in assuming adult responsibilities. Therefore, academic educators should emphasize fundamental skill development and their utility in careers and jobs.

A listing follows of the high priority objectives for the academic curriculum by subject area. It should be noted that the objectives emphasize high priority, basic, functional academic skills and knowledge. Continual emphasis is placed upon competencies exhibited by the student. The areas of the academic curriculum are: Language Arts, Mathematics, Social Studies, Science, the Arts, and Driver's Education. The objectives by areas are as follows:

1.0 Language Arts: Language Arts is inclusive of reading, writing, speaking, listening, and related study skills. The objectives are:

1.1 Reading, read and interpret written communication
The student will be able to:
- 1.11 Identify letters and sounds
- 1.12 Identify word forms
  - 1.1021 Use root words
  - 1.1022 Use prefixes and suffixes
  - 1.1023 Use synonyms, antonyms, homonyms
- 1.13 Read and follow directions
- 1.14 Identify main ideas
- 1.15 Derive word meaning from context
- 1.16 Distinguish fact from opinion
- 1.17 Read with comprehension
- 1.18 Skim for main ideas
- 1.19 Scan to locate information/data
- 1.110 Read to prepare reports
- 1.111 Read efficiently graphs, charts, tables, etc.
- 1.112 Relate reading to personal experience
- 1.113 Identify writing styles for themes
  - 1.1131 Entertain
  - 1.1132 Persuade
  - 1.1133 Inform
  - 1.1134 Bias vs. Evidence
- 1.114 Read and analyze reports
  - 1.1141 General
  - 1.1142 Technical, i.e., income tax
  - 1.1143 Reviews

1.2 Written communication
The student will be able to:
1.21 Write legibly
1.22 Identify and write sentences
1.23 Use language correctly
1.24 Capitalize and punctuate correctly
1.25 Organize sentences into paragraphs
1.26 Develop sentence variety - length, order, kind
1.27 Use appropriate word choices
1.28 Write simple directions and explanations
1.29 Apply rules of syllabication
1.210 Complete forms
1.211 Write resumes and summaries
1.212 Write letters - applications, claims, complaints, inquiries
1.213 Write a report
1.214 Prepare a written argument - pro and con
1.215 Spell functionally in writing

1.3 Oral Communication
The student will be able to:
1.31 Use voice, gestures and eye contact effectively
1.32 Participate in general conversation
1.33 Participate in group discussion
1.34 Ask questions for clarification
1.35 Make announcements
1.36 Give explanations
1.37 Give brief reports
1.38 Participate in an interview

1.4 Listening
The student will be able to:
1.41 Listen to and follow directions
1.42 Use listening behaviors - eye contact, body posture, verbal patterns
1.43 Listen to complete ideas
1.44 Identify main ideas
1.45 Identify speaker's purposes
1.46 Extract information by listening
1.47 Consider effects of listening
1.48 Consider other's point of view - consider change
1.49 Identify bias
1.410 Relate information to personal situation

1.5 Use Material to Study Effectively
The student will be able to:
1.51 Use dictionary and thesaurus effectively
1.52 Use index and table of contents
1.53 Use library card catalog, resources
1.54 Use encyclopedia and other reference texts
1.55 Use media resources
1.56 Use audio-visual aids, resources
1.57 Locate sources of information

2.0 Mathematics: The following objectives are directed towards utilizing basic mathematics effectively:

2.1 Solve problems using basic mathematics functions
The student will be able to:
- 2.11 Identify, read and write whole numbers
- 2.12 Understand place value
- 2.13 Round off numbers
- 2.14 Add and subtract sets of numbers
- 2.15 Solve problems using addition and subtraction
- 2.16 Multiply and divide pairs of numbers
- 2.17 Solve problems using multiplication and division
- 2.18 Estimate answers
- 2.19 Factor whole numbers

2.2 Solve problems using basic functions with fractions
The student will be able to:
- 2.21 Read and write fractions
- 2.22 Write equivalent fractions
- 2.23 Add and subtract fractions
- 2.24 Multiply and divide fractions
- 2.25 Solve problems using basic functions with fractions

2.3 Solve problems using ratios and proportion
The student will be able to:
- 2.31 Define and write ratios
- 2.32 Define and write proportions
- 2.33 Solve problems in either ratio or proportion

2.4 Solve problems using decimals
The student will be able to:
- 2.41 Identify, read and write decimals
- 2.42 Round off decimals
- 2.43 Change decimals to fractions/fractions to decimals
- 2.44 Add and subtract decimals
- 2.45 Multiply and divide with decimals
- 2.46 Solve basic problems using all basic functions with decimals

2.5 Solve problems using percent
The student will be able to:
- 2.51 Identify, read and write percentages
- 2.52 Calculate percentage and solve typical problems
- 2.53 Change: Fraction to decimal
  Decimal to percent
- 2.54 Solve problems with percent

2.6 Solve problems using time, distance, weight, area and volume
The student will be able to:
- 2.61 Identify, read and write units of time
- 2.62 Identify units of length
- 2.63 Solve problems using basic functions with units of length
- 2.64 Identify and solve problems using units of area
- 2.65 Identify and solve problems using units of volume and capacity
- 2.66 Identify and solve problems using units of weight
- 2.67 Learn the metric system

2.7 Solve problems using Geometry
The student will be able to:
- 2.71 Identify and draw lines and plane figures
- 2.72 Identify three dimensional objects
- 2.73 Identify and measure angles
- 2.74 Perform constructions
  - 2.7401 Bisect lines
  - 2.7402 Perpendiculars
  - 2.7403 Bisect angles
  - 2.7404 Equivalent angles

2.8 Solve problems using tables and graphs
The student will be able to:
- 2.81 Read and draw simple graphs
  - 2.8101 Line
  - 2.8102 Bar
  - 2.8203 Circle

- 2.82 Read and construct table with data

2.9 Solve basic business problems
The student will be able to:
- 2.91 Understand currency
- 2.92 Solve problems involving borrowing money
- 2.93 Solve problems involving mark-up, margin, profit and loss
- 2.94 Solve problems involving list price and discount
- 2.95 Solve problems involving commission
- 2.96 Solve problems involving personal finance - see also management of personal finances

3.0 Social Studies: The social studies may be coordinated with units of study in each of the other areas. However, basic study of certain objectives should occur:

3.1 Study of communities and characteristics
The student will be able to:
- 3.11 Understand community structure
- 3.12 Understand state organization
- 3.13 Understand Federal Government organization
- 3.14 Understand the basic needs of all people
- 3.15 Understand the need for laws and citizenship

3.16 Understand the need for Public Services
3.17 Understand the economic structures of our society
3.18 Understand and locate sources of consumer information
3.19 Understand the purpose, structure, operation, and responsibilities necessary to participate as a productive citizen
3.110 Utilize maps and globes to read and locate information data, geography, topography, etc.

3.2 Review of basic disciplines of study in the social sciences
The student will be able to:
3.21 Understand the basic social science disciplines
3.22 Understand an overview of American History

4.0 Science/Health: The student should be exposed to basic areas of Science and Health.

4.1 General Science
The student will be able to:
4.11 Understand basic body function and structure
4.12 Apply first aid
4.13 Understand common illness
4.14 Understand effects of drugs, alcohol, narcotics on body
4.15 Apply principle of heat/cold to life situations
4.16 Apply principle of mechanics to life situations
4.17 Understand principles of electricity/make repairs
4.18 Understand problems of environment
4.19 Solve problems using scientific procedures and methods
4.110 Gather, analyze, and interpret information to seek answers to problems
4.111 Understand weather and climate

4.2 Physics, Chemistry
The student will be able to:
4.21 Identify and measure heat and temperature
4.22 Understand reflection and refraction
4.23 Understand speed and sound
4.24 Use and understand measurement
4.25 Define and measure force and energy
4.26 Define and understand work and mechanical advantage
4.27 Identify friction
4.28 Understand basic machines and their functions
4.29 Understand principles of electricity
4.210 Understand basic forms of matter
4.211 Relate and apply chemistry to food compounds
4.212 Relate and apply chemistry to fuels/lubricants

4.3 Biology

The student will be able to:

- 4.31 Identify life processes of organisms
- 4.32 Understand and describe life processes of people
- 4.33 Understand structure and function of simple plants and animals
- 4.34 Explain relationship between organisms and their physical environments
- 4.35 Identify food dependency and relationships
- 4.36 Understand problems of ecology and environment
- 4.37 Understand basic genetics

5.0 The Arts - Art, Music, Physical Education, Recreation

The student will be able to:

- 5.1 Understand and appreciate music as an art form
- 5.2 Understand art for its basic and aesthetic values
- 5.3 Understand the need for physical fitness of self
- 5.4 Engage in the arts for pleasure at will
- 5.5 Develop interest in the arts
- 5.6 Develop recreation interests and aptitudes

6.0 Driver's Education

The student will be able to:

- 6.1 Read and understand traffic laws and regulations
- 6.2 Understand basic automotive mechanics
- 6.3 Operate an automotive vehicle safely
- 6.4 Develop understanding of vehicular traffic and transportation

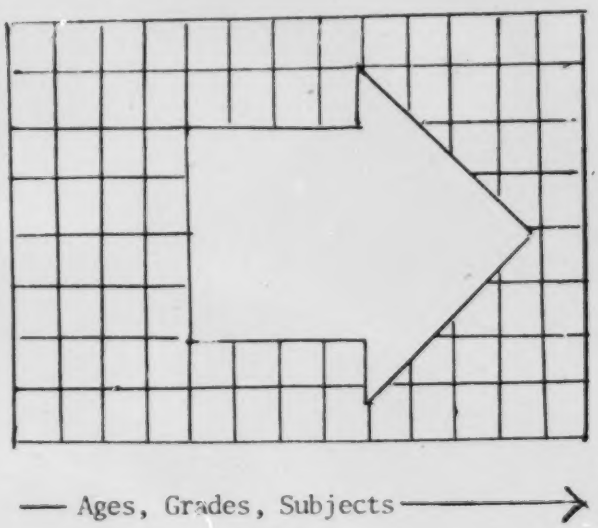
IV. Career Education

Career education is a central focus of the integrated curriculum. In fact, it could be said to be the core. This program suggests that the components of career education are the integrating, interdisciplinary, coordinating experiences for youths in correctional residential centers, i.e., those experiences found in each of the four components of the curriculum: Basic Life Management, Personal-Social Development, Academic Development, as well as Career Education.

Many educators have found career emphasis in teaching to be a strong motivating factor and to act as a useful demonstration of life-long purposes and uses of basic education concepts and skills. Figure 6 demonstrates the potential of identifying and emphasizing career education throughout an individual's educational experience. This model demonstrates emphasis on utilizing career education "elements" (concepts) throughout the curriculum to achieve long-term student "outcomes."

Figure 6

COMPREHENSIVE CAREER EDUCATION MODEL MATRIX



SOURCE: Ohio State Research and Development Center for Vocational and Technical Education, 1971, R & D Report, Vol. 2, No. 1.[11]

The outcomes for the career education component are that each student develops competencies necessary for (1) a satisfying personal life, (2) making a living and (3) being a contributing member of society.

The program suggested herein will hold to the model developed at Ohio State University (1971).[11] This model exhibits eight themes which have basic elements (concepts) with attendant outcomes. For purposes of clarity, the eight basic elements are exhibited below in Figure 7, with definitions and expected outcomes:

Figure 7

Eight Basic Elements and Expected Outcomes of Career Education

Elements	Outcomes
SELF-AWARENESS Awareness of the components that make up Self.	SELF-IDENTITY Being aware of own individual characteristics which make up his self, including a consistent value system.
EDUCATIONAL AWARENESS Awareness of the connection between education (in and out of school) and life roles and goals.	EDUCATIONAL IDENTITY Ability to make educational plans for advancing career goals.
CAREER AWARENESS Awareness of the world of life careers, including occupational careers.	CAREER IDENTITY Establishment of priorities and roles for life careers.
ECONOMIC AWARENESS Awareness of the functions of production, distribution, and consumption in relation to the individual and society.	ECONOMIC UNDERSTANDINGS Analyzing and resolving problems concerning the economic environment in which he lives.

Continuation of Figure 7

DECISION MAKING Applying information and values to the process of making rational decisions.	CAREER DECISIONS Setting a career direction with plans for accomplishing career goals.
BEGINNING COMPETENCY Development of cognitive and psychomotor skills needed for job performance.	EMPLOYMENT SKILLS Competence in the performance of career-related skills.
EMPLOYABILITY SKILLS Social skills and communication skills appropriate to occupational career placement.	CAREER PLACEMENT Ability to use skills in a career situation.
ATTITUDES AND APPRECIATIONS Feelings for role relationships of self and others in a societal and occupational context.	SELF-SOCIAL FULFILLMENT Active and satisfying role in occupational society.

It is strongly suggested that units of study be developed by (career education) educators around these above elements and outcomes. Great care needs to be taken to coordinate activities with other academic personnel so as to reduce over-lap and to increase effectiveness of the experiences for the students.

A listing of the objectives for the eight elements from the Ohio State Model (Figure 6) is given on the following pages. The objectives were taken from the Ohio State Model (1971) and the State of Florida Manual (1974).[12] Note that many objectives in certain categories are stated in the other three facets of the program. Objectives are stated here for thoroughness and clarity; suggested major and supporting personnel will be listed later in overlapping areas of the curriculum.

Each of the Career Education topics and suggested objectives are briefly defined below:

1.0 Self Awareness: Self awareness refers to the knowledge of self that enables an individual to make career decisions. The objectives relating to self awareness are as follows:
The student will be able to:
- 1.1 Relate one's interests, aptitudes and achievement to realizations of one's career aspirations
- 1.2 Use and understand the concept "role"
- 1.3 Understand and accept uniqueness of self, and past and future changes
- 1.4 Understand environmental forces which influence one's development
- 1.5 Understand relationship of self to values
- 1.6 Understand the importance of self-goals based on self-knowledge

2.0 Educational Awareness: Educational awareness refers to the perception of the relationship of one's careers and life roles. The objectives relating to educational awareness are:
The student will be able to:
- 2.1 Understand that learning occurs in and out of school
- 2.2 Recognize education (academic) as a part of total career education
- 2.3 Recognize that different careers need different kinds of educational preparation
- 2.4 Recognize education as a primary means of achieving life goals

3.0 Career Awareness: Career awareness refers to the understanding of the characteristics of the World of Work that determines one's life career decisions. The objectives relating to career awareness are:
The student will be able to:
- 3.1 Understand the variety and complexity of careers in the World of Work
- 3.2 Understand the relationship of careers to social goals, functions and needs
- 3.3 Identify the characteristics of the preparations for various careers
- 3.4 Understand that "career" involves progressive stages of preparation
- 3.5 Understand the relationship of one's career to one's life style

4.0 Economic Awareness: Economic awareness refers to the perception of the relationship of the economic processes in the environment to one's life career decisions. The objectives relating to economic awareness are:
The student will be able to:
- 4.1 Relate one's career roles to one's life style and personal economics
- 4.2 Recognize the social and economic benefits of careers
- 4.3 Recognize non-occupational means of acquiring wealth
- 4.4 Relate personal economic status to social economy

5.0 Decision Making: Decision making refers to the skill of applying one's knowledge to a rational process of career choice. The objectives relating to decision making are:
The student will be able to:
- 5.1 Relate career goals to the process of making career decisions
- 5.2 Identify, gather and apply information
- 5.3 Identify and select alternatives, and use them in making decisions

6.0 Beginning Competence and Skill Awareness: This refers to both awareness and acquisition of the skills necessary in the performance of tasks relating to one's career. The objectives relating to this topic are:
The student will be able to:
- 6.1 Identify objectives, specify resources, outline steps of action, perform the steps and evaluate the action
- 6.2 Identify tools required for tasks of industry and commerce
- 6.3 Identify the interpersonal relationships involved in various career roles
- 6.4 Perform entry level tasks
- 6.5 Acquire in-depth skills for entry into relevant occupations

7.0 Employability Skills: This refers to the social and communication skills appropriate to career placement. The objectives relating to employability skills are:
The student will be able to:
- 7.1 Understand the implications of working in independent, team, and supervised situations
- 7.2 Relate one's interest and aptitude information to occupations
- 7.3 Demonstrate work habits and attitudes necessary for entering occupations of one's interest
- 7.4 Demonstrate skills to seek and secure a job

8.0 Attitudes and Appreciation: This refers to one's feelings toward the social and economic environment in relation to one's life roles. The objectives relating to this topic are:
The student will be able to:
- 8.1 Recognize one's responsibilities involved in accepting a job/task.
- 8.2 Recognize differences in the environment and exhibit the ability to be tolerant and flexible.

In summary, the career education component is an excellent focal point for the integration of curriculum. Education, in its totality, is a process of integrating and synthesizing knowledge, skills, experiences, and personal-social development. Like education, career education is also a developmental

process, and it may be used as a vehicle to implement curriculum for residential youths. Samuel Osipow (1973)[13] has spoken about the process of career development. His point of view provides an excellent summary for this portion of the curriculum. He said:

"...we now know the following about the career development process:

1. We can say that career development takes place in a social setting, and is defined, to a great degree, by the characteristics and conditions of the society and culture in which it takes place.

2. Career development is a process which is influenced by changes both within the individual, and in the environment of which the individual is a part.

3. With the tremendous emphasis which is given to productive labor, and occupations within our society, the career development process can produce anxiety in making career decisions. Dissatisfactions and unhappiness can result if the decisions are based upon misinformation, or insufficient information.

4. Abilities seem to play a more important role in career placement than career interests. Although a person's interests may provide direction, any long-term involvement in a career is usually based on the person's abilities.

5. The idea that an individual's characteristics indicate one, and only one occupation for which that person is suited is outdated and inaccurate. Studies indicate that the great majority of people can use their talents and skills in a variety of occupational settings.

In addition, we can say that:

6. In our rapidly changing world, the idea that most persons will choose an occupation or career for an entire lifetime is outdated. Because we all go through a process of continually changing interests and adapting to changes around us, career development must be considered a lifelong process, not limited to late adolescence. Also, since career development is part of the broader process of human development, it begins in early childhood, long before the adolescent years.

CURRICULUM PLANNING, DEFINITION OF ROLES AND IMPLEMENTATION OF PROGRAMS

This section is divided into two main segments. The first part deals with recommended teaching strategies, while part two addresses the topic of personnel roles and functions.

Recommended Teaching Strategies

The integrated curriculum is unique. It focuses on three factors of education: (1) content, (2) process and (3) individualization. These factors are described as follows:

(1) Content is emphasized on a high priority, "need to know" basis,

(2) Process is emphasized as both a means of (a) learning, as well as (b) priority abilities and problem solving skills, and

(3) Individualization is mandatory because it is a strategy for both teaching and learning.

Much more needs to be said regarding the way in which the above three factors relate to the integrated curriculum for the chronic-disruptive youth. Initially, content is always important to a greater or lesser degree. The content of this curriculum is evident in most educational settings; however, in this case primary emphasis is on basic, "need to know" skills. All of the skills presented, when learned at competency level, will provide the learner with skills at a level such that he/she will be able to function quite effectively. A person possessing these skills should be able to pass the Test of General Educational Development at any time. Further, it is important to note that the skill level is not directed much beyond that particular point of academic development.

Secondly, process is important both as a skill and as content. Learning and practicing the process of solving problems of all types is invaluable to the student, provided this "practicing" is done on a personal level. This notion of problem-solving is a skill process. However, the processes involved in the content area of reading, for example, are also very important, and should not be overlooked. Thirdly, individualization is required because of the varied entrance levels and schedules of the students, interests of the students, and exit time tables. The remainder of this section deals with these three variables of teaching in greater detail--content, process and individualization.

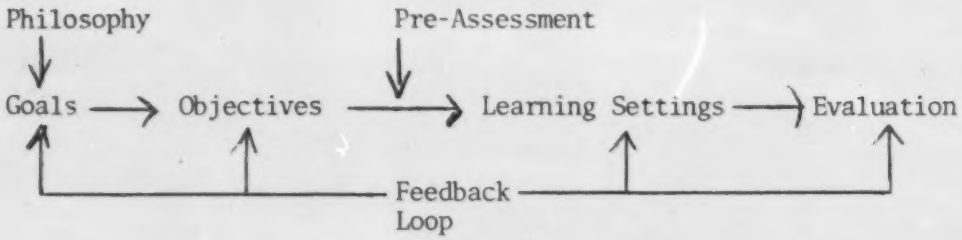
Content: The content of this curriculum is based on practical life situations. It is founded on research and knowledge of what is basic to functional citizenship. Teachers and counselors are urged to approach each of the objectives in a practical manner, exercising daily utilization and emphasis.

Process and Individualization: These concepts are intertwined in instruction and learning. The author proposes the following strategy of teaching which creates this bond:

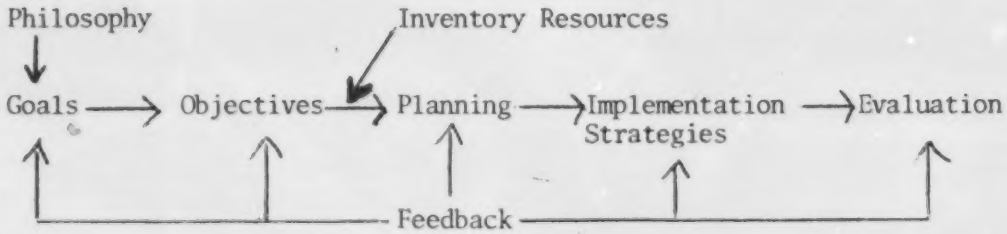
> Suggested Methodology: Initially, goals and objectives are highly important. It is mandatory to know where one is going. Once this is established, many avenues of accomplishing these goals are revealed. The author subscribes to the widely known and accepted General Model of Instruction. This model is exhibited in Figure 8 and described briefly thereafter:

FIGURE 8

GENERAL MODEL OF INSTRUCTION[14]



OR



The two models above are intimately related; the second is just slightly more elaborate than the first. The first model demonstrates that goals must be determined as broad statements reflecting the overall philosophy of the curriculum. From these broad goals, more specific objectives (statements enabling goal achievement) can be operationally stated. In other words, once objectives are known, planning and learning is designed so as to accomplish the stated objectives. Because knowledge of results is important, an evaluation is essential. The nature of evaluation is determined by the nature of the objectives (i.e., cognitive, physical, etc).

The feedback loop implies reassessment and continual improvement, and emphasizes that this entire process is circular and on-going. This aspect of feedback caused the author to state the curricular objectives given previously in terms of competencies. A competency is an acceptable level of performance. This level should be known at the outset, for both instructor and learner, because it guides both teaching and learning. In this program, a student is evaluated in terms of whether or not he or she succeeds in attaining the specified level of competence. If he or she does, the feedback apparatus gives the imput that the learner was successful in meeting the objective, and therefore the original goals, objectives, and learning settings were realistic. If the student is not successful, each part of the general model needs to be reviewed to discover why the student failed to attain the specified level of competence.

At this juncture, the instructor(s) is reminded of the direct relationship between unit or module or learning package development and the intimate relationship of planning for instruction and the overall curriculum design. Close attention should be given to planning for instruction and curriculum design. Figures 9 and 10 are presented to exhibit these relationships. Special note should be given to the overall residential plan.

Figure 9 is an attempt to depict the interrelationships of (1) curriculum design and (2) teaching (implementation) and learning. Figure 9 The Integrated Curriculum, and its philosophy is shown on the next page.

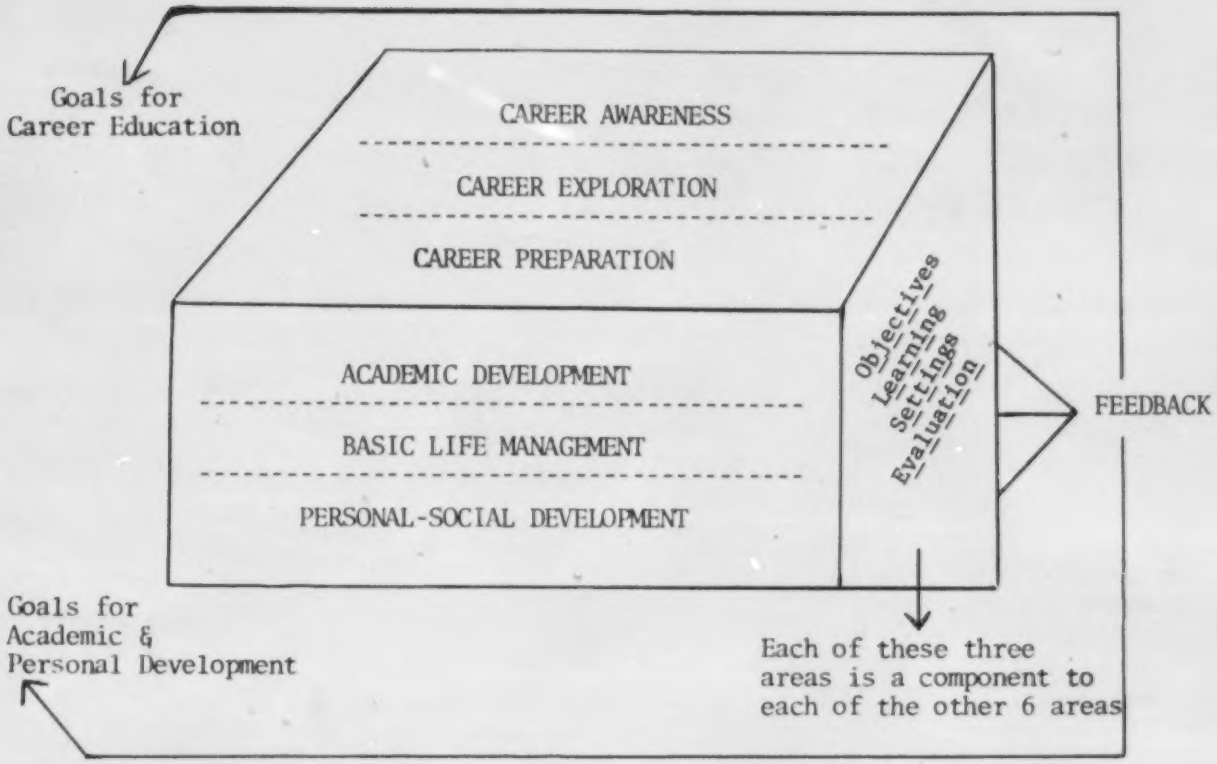


Figure 9

THE INTEGRATED CURRICULUM (PHILOSOPHY)

Figure 10 depicts the interrelated aspects of the (1) residential plan, (2) over implementation of the integrated curriculum, and (3) the implementation of the teaching-learning settings. Figure 10 is also a bringing together of the several aspects of the total plan - The Integrated Curriculum.

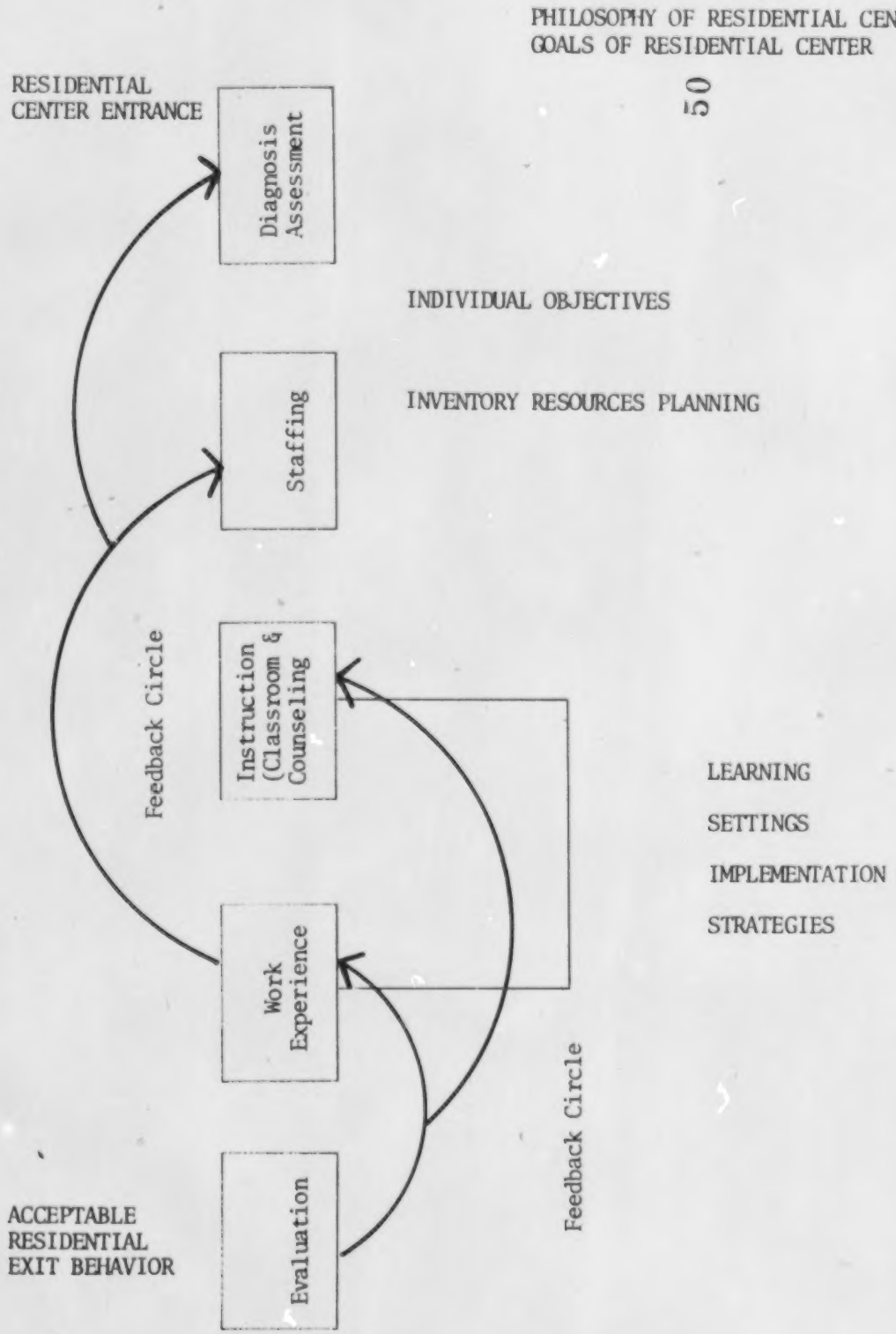

PHILOSOPHY OF RESIDENTIAL CENTER
GOALS OF RESIDENTIAL CENTER
RESIDENTIAL CENTER ENTRANCE
Diagnosis Assessment
INDIVIDUAL OBJECTIVES
Staffing
INVENTORY RESOURCES PLANNING
Feedback Circle
Instruction (Classroom & Counseling
LEARNING SETTINGS IMPLEMENTATION STRATEGIES
Work Experience
Feedback Circle
ACCEPTABLE RESIDENTIAL EXIT BEHAVIOR
Evaluation

Figure 10

This general model of instruction has guided the author to recommend other planning strategies for the instructor(s). These suggestions are as follows:

Suggested Instructional Planning Strategies

1. Learning packages and/or clusters
2. Behavioral statements of objectives
3. Practical teaching strategies such as:
   a. Curriculum pre-planning
   b. Lesson planning
   c. Integrated lesson(s) and multiple resource utilization
   d. Contract learning options
   e. Media - teaching options

Each of the above are discussed on the following pages and ideas and suggestions for each strategy are given:

1. Learning Packages and/or clusters: Learning packages are considered as sets of closely related behaviorally stated objectives (clusters) with recommended learning activities, usually involving multi-activities and/or multi-media; an evaluation follows each cluster. Most learning packages implement the General Model of Instruction discussed previously. Therefore, most lessons follow the outline listed below.

   1. Define Goals (end product(s), skill(s), etc.)
   2. Define and Cluster Objectives
   3. Prepare Learning Activities and/or Settings
   4. Prepare Individualized Activities
   5. Prepare Evaluation System(s) and/or Activities
   6. Review Total Learning related to Objectives (feedback)
   7. Consider Alternative Activities where needed or go on to next lesson.

   Note: Some instructors prepare a pre-test or competency examination or situation and administer this prior to instruction. This assists in individualizing instruction.

An example of a learning package is the teaching of certain concepts related to career fields; in this instance, the cluster concept is strongly recommended. This involves a series of lessons about career fields, each lesson or cluster emphasizing a particular career field. Examples of clusters of this type are given below:

USOE Occupational Clusters[15]

1. Agri-business and natural resources occupations
   Examples: Forestry, land and water management, fisheries and wildlife, mining and quarrying, petroleum and related products.

2. Business and office occupations
   Examples: Secretary, stenographer, general office clerk, office machine operator, office manager and office supervisor

3. Communications and media occupations
   Examples: Publishing, photographic reproduction, broadcasting, telephone and telegraph.

4. Consumer, homemaking and related occupations
   Examples: Food service industry, clothing, apparel and textile industry; child care, guidance and teaching; household maintenance services; family and community services and housing design.

5. Construction occupations
   Examples: Contracting, interior designing, grounds maintenance, fabrication and installation

6. Environment occupations
   Examples: Soil and mineral conservation and control; space and atmospheric monitoring and control; air pollution abatement and control; environmental health services, ornamental horticulture; noise abatement and control; and forest range, and wildlife conservation and control.

7. Fine arts and humanities occupations
   Examples: Performing arts and design, performing arts production and creative writing.

8. Health occupations
   Examples: Medical library, science, health maintenance, pediatric care and services, mental health maintenance and medical care.

9. Hospitality and recreation occupations
   Examples: Recreational planning, tourism and recreation promotion, group travel services and leisure consumerism programs.

10. Manufacturing occupations
Examples: Model development, foundry operations, machine operations, material handling and recycling operations.

11. Marine science occupations
Examples: Marine animal (zoological) research, boat and vessel operation and shipboard product sorting.

12. Marketing and distribution occupations
Examples: Wholesale trade, direct selling, exporting, retail trade, purchasing, shipping and delivery.

13. Personal service occupations
Examples: Massage and related services- analyzing and counseling on weight problems, hair styling and mortuary services.

14. Public service occupations
Examples: Coordinating public housing; handling birth, marriage and death records; customs inspection and law enforcement.

15. Transportation occupations
Examples: Vehicle operation, freight service, commercial aviator and marine piloting.

Source: Vocational Education and Occupations. U.S. Department of Health, Education, and Welfare, Washington: U.S. Government Printing Office, 1969.

A suggested resource for implementing the USOE Occupational Clusters was developed by Sutherland Learning Associates.[16] They have prepared a series of films that explore a number of concepts related to careers and career education. The films and the concepts with which they deal are broken down into occupational careers, and are listed below:

FILMS	CONCEPTS
THE KINGDOM OF COULD BE YOU	People do many different things to get what they need and want.
	Everyone does some things better than others do.
	People do many different things that help other people.
	People make many different things that help other people.

FILMS	CONCEPTS
AGRIBUSINESS	Farming is about growing plants and raising animals. Agribusiness is one way of helping people and making things. Many different people are involved in agribusiness and they produce many different kinds of things. Many products can be made from the plants that farmers grow and the animals that farmers raise.
BUSINESS AND OFFICE	People who are in businesses and offices help plan, organize, and support what other people do. Business and office activities are one way of helping other people. Many people are involved in business and office work, and they use many specialized pieces of machinery and equipment. Other kinds of activities depend on the business done in offices.
COMMUNICATION	Communication is the way by which we exchange ideas and information. There are many different ways of communicating, and all people are involved in communication. Communication helps us to learn about each other and about the world around us. Communication is one way that people help other people.
CONSUMER - HOMEMAKING	Consumer-homemaking activities are one way of helping other people. Many people are involved in consumer-homemaking activities. There are people outside the home who do the same things that are often done by members of the family inside the home.

FILMS	CONCEPTS
CONSUMER - HOMEMAKING (cont'd)	Homemaking helps family members have more fun together by helping each other.
	Consumer-homemaking involves caring for other people.
ENVIRONMENT	A clean environment helps keep people healthier and happier.
	There are many people who work all the time at keeping the environment clean and safe, but they need the help and efforts of everyone.
	The environment belongs to everyone and is enjoyed by everyone, and everybody must do his share to keep it clean.
	Keeping the environment clean is one way people help other people.
FINE ARTS AND HUMANITIES	People in fine arts and humanities help others to feel things and to be more aware.
	Fine arts and humanities activities are one way of helping people and of making special things.
	Fine arts may include music, painting, writing, dancing, acting, singing, and playing music.
	There are many different ways of seeing and representing things in the fine arts. There is no single right way of expressing feelings and ideas.
HEALTH	Health activities are one way of helping people.
	People need each other in many ways.
	There are many different kinds of health helpers.
	Health includes preventing illnesses and injuries by helping people stay well.
	It is important to take safety precautions in any kind of activity.

FILMS	CONCEPTS
HEALTH (cont'd)	Manufacturing involves making things that people need and want.
	Tools help people make things easier and faster. People who make machines and tools help other people make the things we need and want.
	Manufacturing is one way of helping people.
	Things can be made by one person alone or by many people acting together.
	There are many different people doing many different things to make the various items we buy.
MARINE SCIENCE	Marine science involves the study and investigation of the things that live and grow in water.
	The exploration of the seas is one way of helping people.
	The oceans and seas help us by providing us with natural resources and in ways we cannot see (by helping to replenish the air we breathe).
	The oceans and seas are places people are still exploring and learning about.
MARKETING AND DISTRIBUTION	Marketing and distribution is about people helping other people in making, selling, and buying things.
	Marketing and distribution is one way people help other people live better.
	Many different people are involved in making and selling the things we buy.
	People help each other in many different ways.
PERSONAL SERVICE	Personal service activities are one way of helping other people.
	Making others feel better is an important part of life.

FILMS	CONCEPTS
PERSONAL SERVICE (cont'd)	Personal service involves helping people to look good and feel good about themselves. Some personal service helpers make people feel better by helping to solve their problems.
PUBLIC SERVICE	Public service activities are one way of helping others. There are many people who help, protect, and care for others. These are public servants. People doing public services are there when needed, even if you do not see them all the time. People who do public services help other people to have more time to do what they do best.
RECREATION-HOSPITALITY-TOURISM	All people like to relax and to have fun. Recreational activities are one way of helping people. People relax and have fun in many different ways someone else most enjoys. There are many recreation helpers who help people to relax and have fun.
TRANSPORTATION	Transportation is the way by which people and things are moved from one place to another. There are many different kinds of transportation and many different reasons why people use transportation. Transportation is one way of helping other people. Everyone is constantly involved with transportation activities--children as well as grown-ups.

Note: These films could be used either with classes or individuals.

2. Behavioral Statements of Objectives: Behavioral statements of objectives are advocated by the author. Simply stated, the instructor develops (states) the purpose(s) of the lesson in the form that he/she expects each student to perform. By stating objectives in these terms for each student, the instructor is able to accomplish three instructional tasks concerning individualization. They are:

   (a) Individualize content - Skill or knowledge is more closely related to each student's goal.

   (b) Individualize process - Appropriate activities must be assigned according to abilities, interests, and needs.

   (c) Individualize pacing - Students may learn at their own pace according to their abilities.

3. Practical Teaching Strategy Suggestions:

   3.a Curriculum Pre-planning: Whenever one plans a lesson certain considerations must be pondered carefully. The figure below exhibits a matrix of considerations to use when planning for instruction. This matrix is called a Naturalistic View of Teaching.

A NATURALISTIC VIEW OF TEACHING TEACHING TASKS (Figure 11)[17]

TARGET AREA	Indiv. or Classroom Management	Planning Instruction	Indiv. or Classroom Interaction
Subject-Matter Competence			
Structure			
Organization			
Motivation			
Rapport			
Response Opportunity			

3.b Lesson Planning: The author advocates the outline suggested earlier. An example is presented below in Figure 12:

FIGURE 12
EXAMPLE LESSON PLAN

Lesson 12

Goal: found in earlier outline

Prerequisites: Lesson 11

Objective: The student will be able to model helpful group behaviors.

Reinforcement: Lessons 28, 30, & 41.

Skill Development:

1. Rate data.
2. Set general short and long term personal goals.
3. Model attending behaviors.
4. Model good group presentation skills.

Lesson Strategy: (learning activity):

In this lesson, the student relates to another person in a clearly defined leader/follower relationship. With the help of others in the group, he examines and describes his feelings in these two situations. The student discovers qualities in himself that he did not know existed. This discovery helps prepare him to assess his needs, and to assess the extent to which he can become an effective group member.

Evaluation: Can the student exhibit the desired behavior?

3.c Instructional Techniques: Instructional techniques are keenly important in the implementation of a lesson. The figure below exhibits instructional techniques and decisional factors to be considered in selecting such techniques. Figure 13 is presented as a guide and resource to the instructor.

Figure 13

INSTRUCTIONAL TECHNIQUES *

Decisional Factors in selecting instructional techniques.

Techniques*	Decisional Factors		
	Sensory Appeal	Relevant Learning Processes	Practical Advantages
Lecture	Sound, sight	Information, comprehension	Handle large groups. Fast way to cover large amount of material
Group Discussion	Sound, sight	Information, synthesis, analysis evaluation	Involves students in decision making
Student reports	Sound, sight, touch	Information, comprehension	Involves students
Field trips	Sound, sight, touch, smell, taste	Information, analysis comprehension, synthesis, application evaluation	Practical experience with real thing
On-the-job training	Sound, sight, touch, smell,taste	Information, analysis comprehension, synthesis, application evaluation	Practical experience with real thing
Team training	Sound, sight, touch, smell	Information, synthesis, comprehension	Allows for greater specialization and flexibility. Maximum efficiency
Programmed learning	Sound, sight, touch	Information, application, analysis synthesis, evaluation comprehension	Learner can proceed at his own pace. Immediate reinforcement
Demonstration	Sight, sound touch, smell	Information, analysis evaluation, comprehension	See how to perform a given task

*SOURCE: Board of Vocational Education and Rehabilitation, DVTE, Bulletin 34-872, State of Illinois, Springfield, IL, p. 61.

3.d Integrated Lesson: The author is concerned about considering all alternatives to implement each lesson on an individualized basis. Figure 14 is exhibited to demonstrate the Process of Individually Prescribed Instruction. This process considers many alternatives of learning to implement individualized or personalized instruction.

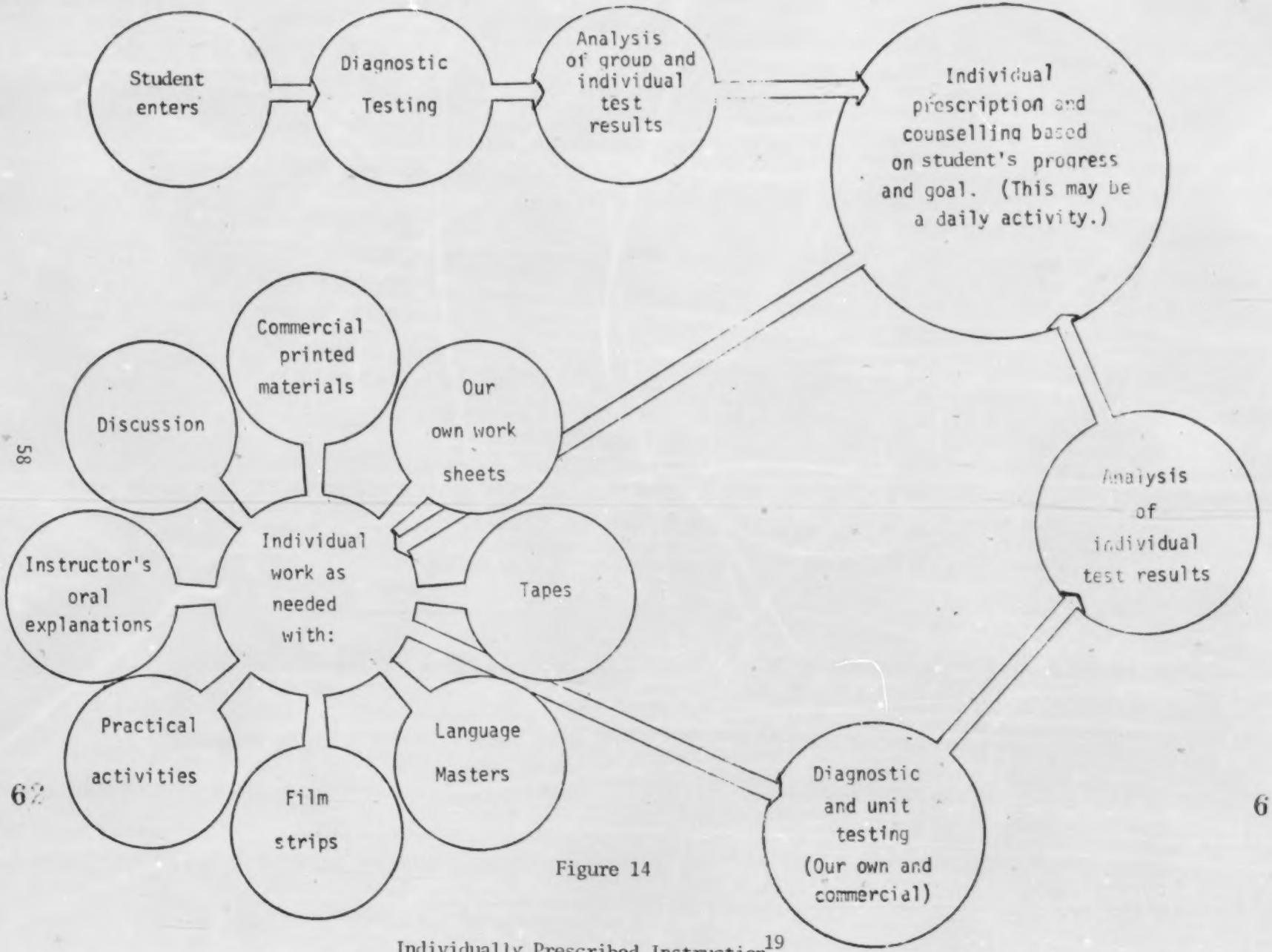

Student enters
Diagnostic Testing
Analysis of group and individual test results
Individual prescription and counselling based on student's progress and goal. (This may be a daily activity.)
Commercial printed materials
Discussion
Our own work sheets
Individual work as needed with:
Instructor's oral explanations
Tapes
Practical activities
Language Masters
Film strips
Analysis of individual test results
Diagnostic and unit testing (Our own and commercial)

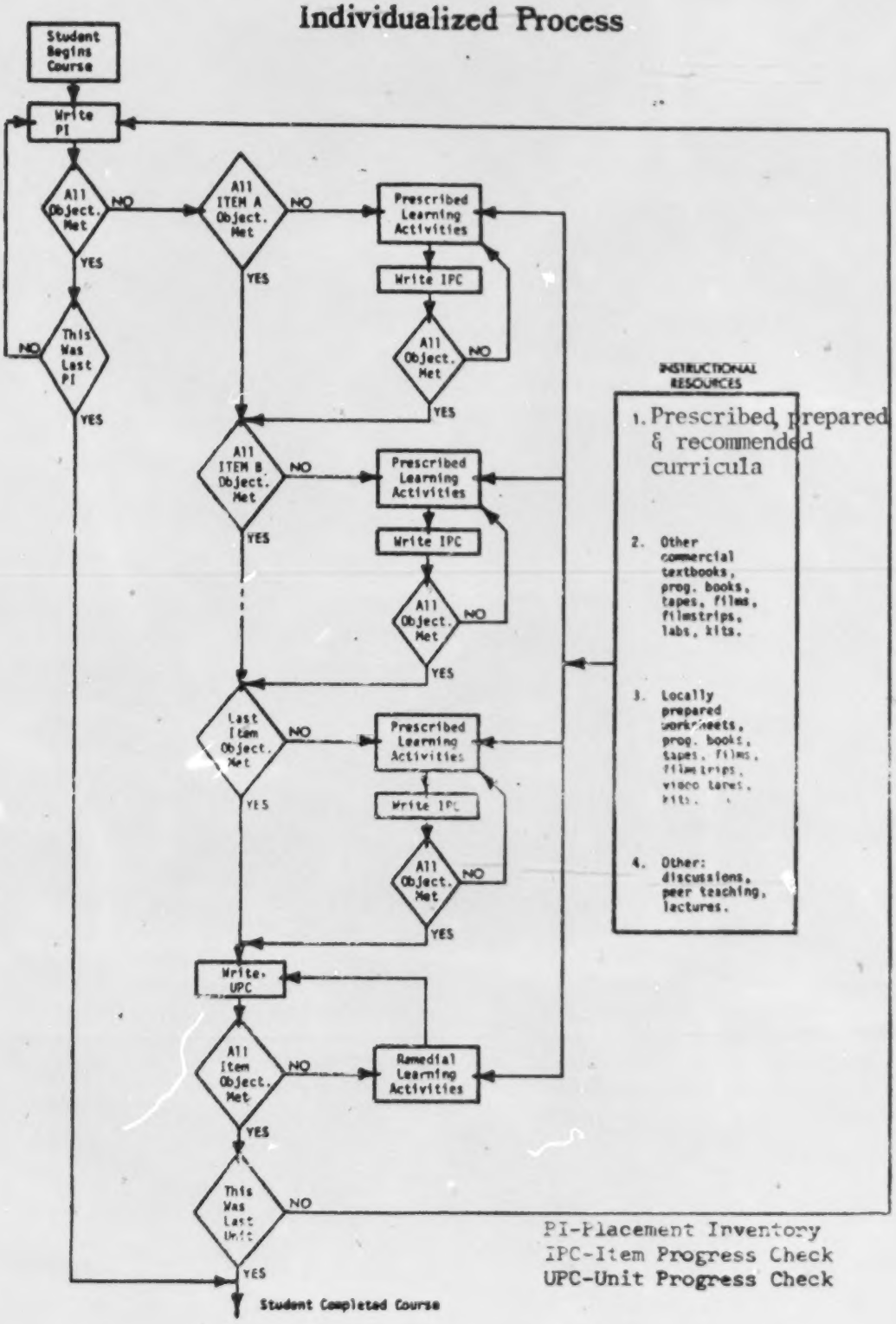
Figure 14

3.e Flow Charting the Individualized Process: A valuable process of planning individualized instruction is to develop a flow chart of a series of lessons, clusters, etc. Figure 15 is presented as an example of this process. The process involves all the aspects of the previously described General Model of Instruction. However, it depicts more clearly the movement of the student from one learning objective to another.

Figure 15

FLOW CHARTING THE

Individualized Process



SOURCE: Saskatchewen New Start Inc.[20]

3.f Instructional Media: Figure 16 exhibits decisional factors to be considered by an instructor when selecting media for presentations and/or lessons. This information is presented as a resource to the instructors.

Figure 16

INSTRUCTIONAL MEDIA

Decisional factors in selecting instructional media.

Media*	Decisional Factors		
	Sensory Appeal	Relevant Learning Process	Advantages
Educational television	Sight, sound	Information, comprehension	Dramatization. Enables teaching of values, attitudes, and concepts
Mock-ups	Sight, sound, touch, smell	Application, information, analysis, synthesis, comprehension	Spatial relations. Enables the study of dimensions
Slides	Sight, sound	Information, comprehension	Regulates teaching speed
Tapes	Sound	Information, comprehension, analysis, synthesis, evaluation	Individualized instruction, Can utilize human resources
Wall charts	Sight	Information, comprehension	Relationships seen
Transparencies	Sight, sound	Information, comprehension, analysis, synthesis	Relationships seen. A self-teaching device
Animated	Sight, sound	Information, comprehension, analysis, synthesis, evaluation	Self-teaching device
Concept and skill trainers	Sight, sound, touch, smell	Information, comprehension, application, analysis, synthesis, evaluation	Self-teaching device

*Additional techniques which may be developed are simulators, chalkboard, bulletin board, printed materials, computer-assisted-instruction, computer games, single concept films, video tapes and teaching machines.

*SOURCE: Board of Vocational Education and Rehabilitation, Bulletin #34-872, State of Illinois, IVTE, Springfield, IL, p. 62.[18]

3.g Performance Contracting: Performance contracting is a mutual agreement between teacher and student. In general, contracts are usually most effective when the goals of the contract are mutually agreed upon by both teacher and student. This implies awareness of (1) student aptitude and interest, (2) appropriate goals, (3) reasonable time constraint, and (4) well defined, written performance levels Often a reward, intrinsic or extrinsic, is a part of the contract.

Students should be encouraged to engage in performance contracts. These agreements are generally a strong motivating force to learning. This process promotes "ownership" or commitment on the part of the learner and clear expectations on the part of the teacher. Moreover, contracts of all sorts are a regular and real part of our society.

One of the most obvious contracts for teaching would involve an agreement where the student would agree to complete a unit or lesson series of academic work and receive a reward. (Many utilize token economics - see previous dialogue.) Three other suggestions are offered here. They are variations of the basic contract situation; they are contracts with emphasis on: (1) career exploration, (2) work experience, and (3) self-evaluation. The examples follow:

1. Career Exploration: The student may contract with the career education instructor to investigate three (3) careers of his or her choice. The student may seek information and report in both oral and written forms to the teacher. A guide for exploration may be used, like the one exhibited below in Figure 17.

FIGURE 17

OCCUPATIONAL INTERVIEW GUIDE

1. What schools did you attend?

2. What is your present job?
   a. How did you get it?
   b. How long have you worked there?
   c. What time did you go to work this morning?
   d. What was the first thing you did?
   e. How long did that take?
   f. What did you do next? (Follow through the entire day).
   g. Did you do anything yesterday that was different from what you did today? Does that happen often?
   h. What else do you do on your job?
   i. Of all these various duties, which ones take most of your time?

3. What changes have taken place recently? Do you foresee any in the near future?

4. What things do you like most about your job? Least? Are there any hazards?

5. What is the usual starting salary in jobs like yours?

6. What qualifications do you need to get the job? Age? Sex? Height? Weight? Other? Marital Status? Tools? License? Aptitudes? Unions? Discrimination? Veteran? Capital?

7. Preparation? Minimum? Desirable? Time? Cost? Content? Approved schools? Preferred subjects?

8. Supply and demand for workers? Outlook for the future? Advancement?

9. Hours? Regular? Overtime? Evening? Sunday? Holiday? Steady or seasonal?

10. Is there anything we should have asked? What would you like to ask us?

(Adapted from material in OCCUPATIONAL INFORMATION by Robert Hoppock, McGraw-Hill Book Company, 1967).[20]

2. Work experience: The student may contract to experience three (3) selected occupations for a period of time to know how he/she felt about such an occupation. A log of experiences and opinions may be kept. This log could be used as data to assist the instructor and the student in evaluating the appropriateness of this occupation for him/her. The following outline might be used.

FIGURE 18

CAREER RESEARCH [21]

1. Career Title _____

2. What kinds of things would someone with that career do?

3. What activities have you done that are similar to the activities in this career?

4. What things sound GOOD about that career?

5. What things sound BAD about that career?

6. How much money could you make in that career?

7. How much education is usually required for it?

8. Who do you know that has a career similar to this one?

9. How is your personality suited or unsuited to this career?

3. Self-Evaluation: After the student has interviewed people regarding his/her career, has done research on specific careers, and has had an opportunity for some on-the-job experience, it is essential that he/she examines characteristics and qualities of their own personality. A self-awareness or self-evaluation is extremely important in successful career decision-making. An example of a self-evaluation form is given below in Figure 19:

CAREER EXPLORATION: "TAKING A LOOK AT MYSELF" (Figure 19)[21]

	MOST OF THE TIME 1 2	SOMETIMES 3	NOT VERY OFTEN 4 5
Energetic			
Cooperative			
Considerate			
Takes Charge			
Courteous			
On the Ball			
Neat			
Not Quick to Anger			
Hot-Tempered			
Put Things Off			
Relies on Others			
Careful			
Patient			
Independent			
Needs Support of Others			
Serious			
Reliable			
Prefers Charge			
Enjoys Studying			
Willing to Study			
Prefers to Work Alone			
Enjoys Helping Others			
Prefers to Work Indoors			

Career Exploration: "Taking A Look At Myself", cont'd

	MOST OF THE TIME 1 2	SOMETIMES 3	NOT VERY OFTEN 4 5
Enjoys Working with Figures			
Enjoys Fixing a Car			
Prefers Doing A Lot of Same Things Everyday			
Prefers to Work with Hands			
Enjoys Having a Pet			
Enjoys Working with Animals			
Enjoys Animals			
Enjoys Music			
Enjoys Doing a Puzzle			
Enjoys Art			

SUGGESTED ROLES AND RESPONSIBILITIES OF PERSONNEL IMPLEMENTING THE INTEGRATED CURRICULUM

Personnel dispatching their responsibilities effectively is the key to a successful program. The Integrated Curriculum, like other programs, is absolutely dependent upon (1) definition of and understanding of personnel roles and responsibilities and (2) effective dispatch of those changes. This subsection is designed to discuss suggested roles and responsibilities of personnel. Obviously, effectiveness must be judged once individuals assume the roles suggested. Therefore, the remainder of this section is divided into two parts that focus directly on roles and responsibilities, they are: (1) discussion of roles and responsibilities of personnel to implement the integrated curriculum and (2) outline of suggested roles for individual personnel.

Roles and Responsibilities of Personnel To Implement the Integrated Curriculum

The Integrated Curriculum consists of five specific components. Four of these components occur during residential placement, while the fifth occurs once the student is dismissed. Because of the complexity of the curriculum, Figure 20 was constructed. This figure is a listing of curriculum areas and major objectives. Further, personnel primarily responsible for each major objective are listed. In addition, persons who share responsibility are also listed. This figure is an outline of suggested responsibilities for residential personnel for major objectives of the Integrated Curriculum. Further, because of the lengthy discussion throughout this document, it is hoped individuals are able to perceive the need for team-work in order to effect this program.

Figure 20 further exhibits the integration of curriculum, services and personnel utilization. The integrated curriculum here demonstrates a means of bringing together students, residential personnel, public agencies and employees, basic learning and experience to better prepare these youth for societal participation. Curriculum in this sense is a proposed system that will hopefully guide the attainment of a broad range of academic, personal and career development for the individual students. Moreover, this figure demonstrates a linear development for individual students with indications of major emphasis. Finally, this diagram is exemplary of continuous education of a wide variety, including academic, work experiences, and societal integration.

FIGURE 20
LISTING OF CURRICULUM AREAS/OBJECTIVES FOR
THE INTEGRATED CURRICULUM AND DISIGNATED
RESPONSIBLE PERSONNEL

Curriculum Areas/Objectives	Personnel Primarily Responsible	Other Relevant Personnel
BASIC LIFE MANAGEMENT		
1. Managing Personal Finances	Educator[3]	Coordinator[1] Staff[2]
2. Selecting, Managing and Maintaining a Home	Educator	Coordinator Staff
3. Caring for Personal Needs	Educator	Coordinator Staff
4. Family Life	Educator	Coordinator Staff
5. Purchasing and Caring for Clothing	Educator	Coordinator Staff
6. Engaging in Civic Activities	Educator	Job Coach
7. Utilizing Recreation and Leisure	Educator	Physical Educator Recreation Staff
8. Mobility in the Community	Educator	Job Coach

Curriculum Areas/Objective	Personnel Primarily Responsible	Other Relevant Personnel	
PERSONAL-SOCIAL SKILLS			
1. Self-Awareness	Educator Coordinator	Job Coach	Staff
2. Self-Confidence	Educator Counselor	Job Coach	Staff
3. Socially Responsive Behavior	Educator Coordinator	Job Coach	Staff
4. Interpersonal Relationship	Educator Coordinator	Job Coach	Staff
5. Achieving Independence	Educator Coordinator	Job Coach	Staff
6. Making Good Decisions Problem-Solving	Educator Coordinator	Job Coach	Staff
7. Communicating Appropriately With others	Educator Coordinator	Job Coach	Staff
ACADEMIC DEVELOPMENT			
1. Language Arts	Educator Coordinator	Job Coach	Staff
2. Educational Awareness	Educator Coordinator	Job Coach	Staff
3. Career Awareness	Educator Coordinator	Job Coach	Staff
4. Economic Awareness	Educator Coordinator	Job Coach	Staff
5. Decision Making	Educator Coordinator	Job Coach	Staff
6. Beginning Competence and Skill Awareness	Educator Coordinator	Job Coach	Staff
7. Employability Skills	Educator Coordinator	Job Coach	Staff
8. Attitudes and Appreciations	Educator Coordinator	Job Coach	Staff

1. Coordinator here refers to counselors. The counselor plays a role of coordinating the assistance of students: (a) in understanding themselves and their opportunities, (b) in making appropriate decisions and choices, and (c) in initiating a program of academic education which will move them toward the work in their own areas of preference and skill. Further, the coordinator works closely with all other personnel to assist each individual student in reaching his or her goals.

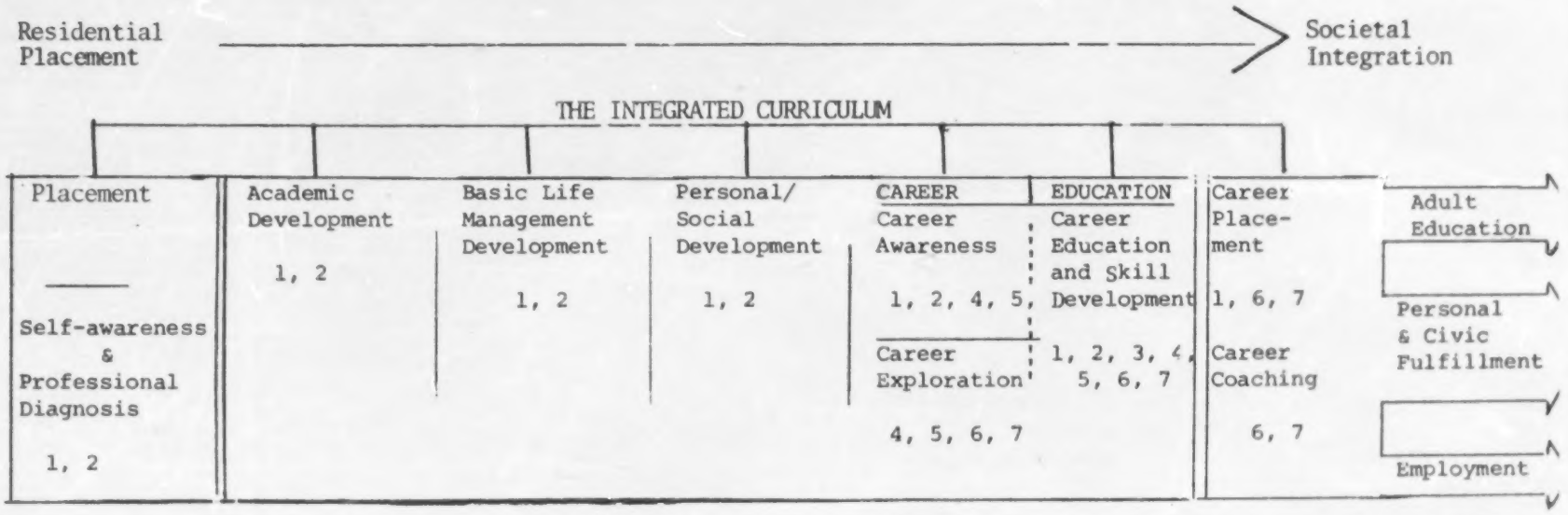
2. Staff here refers to all other professionals employed where students may work or be assigned. It also implies interaction with non-residential persons.

3. Educator(s) are all individuals who have instructional responsibility for components of the curriculum on a classroom basis.

FIGURE 21

THE INTEGRATED CURRICULUM:

A COMPREHENSIVE CAREER DEVELOPMENT SYSTEM FOR CHRONIC - DISRUPTIVE YOUTH



CONTINUOUS GUIDANCE AND EDUCATIONAL SERVICES BY:

1. Coordinators
2. Academic Personnel Educators
3. Cottage Residence & Staff
4. Job Exploration Director
5. Staff of Institution - i.e. Baker, etc.
6. Career (Job) Coach
7. Persons outside of Institution

NOTE: Numbers in boxes indicate major input by above named personnel of Illinois State Youth schools.

An Outline of Suggested Roles and Responsibilities for Personnel

Since the effective implementation of the Integrated Curriculum is dependent upon the team effort of residential personnel and public officials/persons, a brief outline of the key responsibilities of each of these major personnel groups is listed in this sub-section. The outlines of personnel responsibilities are in five general groups as follows:

1. Administrators and Supervisors: These individuals will:
   - 1.1 Administer over all program
   - 1.2 Coordinate all personnel
   - 1.3 Acquire funding
   - 1.4 Facilitate interaction with other agencies
   - 1.5 Develop public contacts for programatic purposes
   - 1.6 Develop inservice education programs for personnel

2. Coordinators, Counselors: These individuals will:
   - 2.1 Assist in residential adjustment
   - 2.2 Assist in individual diagnosis of interests and aptitudes
   - 2.3 Be responsible for personal and small group counseling and charting educational experiences
   - 2.4 Assist the student in selected educational experiences, especially related to career development
   - 2.5 Work closely with academic educators and staff to effect the Integrated Curriculum in both major and minor role responsibilities
   - 2.6 Develop and teach related concepts to students
   - 2.7 Assist in staff development
   - 2.8 Conduct program evaluation

3. Academic and Career Educators: These individuals will:
   - 3.1 Develop curriculum modules/units of the Integrated Curriculum
   - 3.2 Work as teammates with coordinators to implement individualized education and experience.
   - 3.3 Develop, with staff assistance, meaningful work stations
   - 3.4 Develop contacts, outside of the residential center, for program and student development
   - 3.5 Assist in staff development
   - 3.6 Provide and participate in inservice education experiences
   - 3.7 Conduct continuous evaluation program and student development.

4. Staff: These individuals will:
   - 4.1 Assist educators and coordinators with work experience programs
   - 4.2 Provide educational work experience to students
   - 4.3 Provide personal and recreational services to students

5. Job Coach: These individuals will:
   - 5.1 Be knowledgeable of the student(s) program in the integrated curriculum
   - 5.2 Develop job opportunities for students
   - 5.3 Develop public relations programs
   - 5.4 Counsel students
   - 5.5 Teach relevant concepts to students
   - 5.6 Work closely with families and relevant public persons
   - 5.7 Work closely with employers to improve student opportunities and education

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CE 010 514